

**Policy Review Record**

**Assessment, Recording, Reporting and Tracking Policy 2021**

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy Written on** | **Policy Written By** | **Policy approved by the Board of Directors on** | **Review Date** |
| **May 2021** | **Sarah Cox** | **8th June 2021** | **June 2022** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**The Melton Learning Hub Assessment, Recording, Reporting and Tracking Policy**

**Rationale**

Assessment is essential in identifying, for all children, specific areas of progress as well as areas which need more focused work. Assessment is both summative and formative and informs planning and target setting. Assessment for learning (day to day assessment such as marking of work and questioning) informs the next stage of learning as well as taking into account results of summative assessments (e.g. statutory assessment tests, baseline and end of unit tests). Assessment procedures are ongoing and inclusive.

**Aims & Objectives**

Our aims and objectives are to:

Reach a common understanding to help ensure consistency in assessment, recording, reporting and tracking procedures throughout the Centre.

Make clear that single pieces of work do not amount to a determinable level, although they may demonstrate learning in a particular area.

Ensure that all teaching staff have a clear understanding of the needs of their pupils, by establishing what learners already know and building on it to ensure progression.

Ensure that all children are given opportunities to progress and give every learner confidence that they can succeed.

Support learning by identifying children’s strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment;

Enable our children to demonstrate what they know, understand and can do in their work;

Help our children understand what they need to do next to improve their work;

Allow teaching staff to plan work that accurately reflects the needs of each child;

Celebrate learning rather than performance - sometimes progress is simply about consolidation;

Support our children’s emotional and social development;

Involve children in self-evaluation and assessment, target reviews and target setting, and peer assessment;

Provide parents/carers, and external agencies where relevant, with information about their child’s achievements and progress, on a regular basis;

**Principles of Assessment**

In order to satisfy the above aims, the centre’s policy is based on:

A shared understanding between children and teaching staff of the criteria that will be used in the assessment of learning;

Children 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;

Teaching staff using the results of assessment to set work which challenges and stretches their children;

Effective planning for teaching and learning which recognises the range of achievements of all children by focusing on how children learn;

Recognising assessment as central to classroom practice;

Assessment being regarded as a key professional skill for teaching staff;

Using 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 children will be assessed;

Providing constructive guidance for children about how to improve; and

Developing the children’s capacity for self-assessment and recognising their next steps and how to take them.

**Definitions of Assessment for Learning (formative) and Assessment of Learning (summative)**

Assessment for learning:

Assessment for learning is the ongoing day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how teaching can be adapted to account for this.

Assessment for Learning is recognised as a vital factor in moving on learning and to help pupils achieve. This is included in all lessons and includes methods such as:

Talk partners;

Questioning techniques;

Self and peer assessment;

Feedback/response marking; and/or

Differentiated success criteria.

Assessment of learning:

Assessment of learning is a summative assessment to ascertain the level of progress a child has reached which could be determined termly, annually or at the end of a key stage, e.g. Emotional literacy assessment, strength and difficulties questionnaire and literacy and numeracy baseline assessment all form part of summative assessment at the Melton Learning Hub.

We provide weekly updates to all schools and partners on the progress of their students. This is graded on a Red/Amber/Green process. If a student’s progress deteriorates for more than three weeks the provider will be notified and an action plan put in place.

The Melton Learning Hub will provide half-termly reports in the format requested by providers. There is no one consistent format used by all providers and the Melton Learning Hub want to offer a flexible supportive approach to milestones to be achieved.

Diagnostic assessment - Additional tests and tasks will be used with targeted pupils or groups of pupils where more information is needed e.g. tests indicating the likelihood of dyslexia. This will be led by the provider who has placed the young person at The Melton Learning Hub.

**Target setting**

Targets are at their most powerful when they are used alongside teaching staffs own assessment and monitoring of pupil’s progress to inform what needs to happen in the classroom. Targets and monitoring can:

- check that pupils are progressing at the rate needed to meet age-related expectations.

- ensure that all pupils make the progress they are capable of, including those pupils who may not be able to achieve national expectations.

- identify pupils who need extra help.

- guide the focus of individualised timetables.

We regularly review the progress of each child with the providers who have placed students at the Centre. We set revised targets e.g. End of Term Reports, Individualised Education Plans, Team around the Child meetings and other such review meetings.

Literacy and Numeracy targets are set by teaching staff and written into the End of Term Report, and shared with parents/carers and children.

**Rewards**

Rewarding pupils for what they do well is crucial in raising self-esteem, motivating pupils and changing behaviours. The rewards system will be based upon Student of the Week and good work in conjunction with the Behaviour Policy.

**Tracking procedures**

The tracking system will follow the progress of individual children in relevant programmes of study. Their progress will be measured against individual targets and their own previous performance.

**Recording**

The teaching staff and support staff will complete all relevant weekly reports and half-termly reports. Records will be easily accessible, understandable, and consistent and be available for new staff.

The purpose of our recording is to provide information on each child’s achievements, skills, abilities and progress throughout their programmes of study. It should:

Regularly update information to reflect current achievements;

Show the strengths and achievements of each child;

Show the targets for each child;

**Reporting arrangements**

At The Melton Learning Hub the children have regular reviews in which their progress is shared with all individuals involved e.g. Team around the Child meetings, Looked After or Child in Need meetings, Personal Education Plan reviews and Education and Health Care plan annual reviews, as relevant.

**Feedback to children**

We believe that feedback to children is very important as it tells them how well they have done and what they need to do next in order to improve their work.

Marking children’s work is a vital part of teacher and self-assessment. Our aim is to ensure that children’s work is marked in a way which will improve their learning, develop their confidence and allow them to take ownership of their work. Marking and feedback may be oral or in writing.

We give children verbal feedback on their work whenever possible. This may be done during a lesson or in the next lesson. All work the children complete is acknowledged and the level and type of feedback will be decided by the teacher based on the lesson that has been taught.

Verbal Feedback: All children will receive verbal feedback regularly. It should be immediate, constructive and informative. This feedback can be direct or indirect.

Self and Peer Assessment: All children will take part in self and peer assessment activities to varying degrees. Children should be taught how to do this in a positive and constructive manner. This may include:

Talk partner discussions

Written or verbal feedback

Written Feedback: Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. To be effective feedback must be specific, timely and focus on how the child has achieved the outcomes for the lesson.

When we give written feedback to a child, we relate this to the learning objective and success criteria for the lesson. Depending on the age and emotional literacy of the children this may be read over, initialled by the children, responded to, or looked at with a tutor. When detailed feedback is written, time is given for the children to process this so that it has the biggest impact in moving on their learning.

Created by: Sarah Cox