

**Assessment, Recording and Reporting Policy**

POLICY NO. 43

APPROVED BY GB ON 26/11/2018

TEACHER RESPONSIBLE: ANGELA MACVIE

REVIEW DATE: SEPTEMBER 2020

**CONTENTS**

1. Introduction............................................................................................................ 3
2. Roles and Responsibilities..................................................................................... 3
3. Assessment............................................................................................................ 4
4. Statutory Assessment............................................................................................ 5
5. Non Statutory Assessments................................................................................... 5
6. Nationally Accredited Assessments....................................................................... 6
7. Assessments Prior to School Entry........................................................................ 6
8. Recording............................................................................................................... 7
9. Assessment and Recording in the Early Years…………………………………........ 8
10. Assessment and Recording for Pupils with PMLD................................................ 9
11. Assessment and Recording for Pupils with SLD or MLD....................................... 10
12. Assessment of Pupils with Specific Learning Difficulties....................................... 11
13. Self-Assessment – Involving Pupils....................................................................... 11
14. Involving the Multi-Disciplinary Team.................................................................... 11
15. Analysis and Moderation of Assessments............................................................... 12
16. Reporting............................................................................................................... 13
17. Celebrating Achievements..................................................................................... 13
18. **Introduction** 
    1. Chadsgrove School recognises that clear, realistic and effective practices for the assessment, recording and reporting of pupil progress are essential in order to effectively address each pupil’s Special Educational Needs. We believe that when teachers identify and record in advance what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each pupil’s attainments and learning needs and, as such, influence teachers’ future plans.
    2. This policy accepts that the school must actively seek to meet all statutory obligations with regard to assessment, recording and reporting. In addition, the school believes in the importance of utilising a variety of additional tools in order to ensure that the individual needs of all pupils are appropriately understood and addressed.
    3. The Curriculum Policy, Marking Policy and subject curriculum documents should be read in conjunction with this policy as assessment, recording and reporting is integral to many facets of school life.
    4. This policy has been developed in consultation with the Senior Leadership Team, teaching staff and the Governing Body.
19. **Roles and Responsibilities**
    1. The responsibility of implementing, monitoring and reviewing the contents of this policy on behalf of the Governors rests with the Headteacher. It is the Head Teacher’s responsibility to ensure that the Assessment, Recording and Reporting Policy is comprehensive, coherent, integrated and adhered to throughout the school.
    2. The Headteacher delegates certain responsibilities with regard to Assessment, Recording and Reporting to various members of staff as follows:
    3. The **Deputy Head Teacher** is responsible for
    * Ensuring that appropriate assessment procedures are in place and used effectively by staff.
    * Regularly reviewing assessment procedures over time in order to ensure that the procedures in place remain appropriate and best practice.
    * Ensuring that all teachers know what is expected of them with regards to assessing and analysing the progress of pupils. This will involve supporting individual staff, as necessary, in the process of assessment and helping them to make well-founded judgements about pupils’ attainments and progress
    * Inducting new members of staff and giving them any information regarding the assessment procedures to be undertaken at agreed times.
    * Co-ordinating and/or leading CPD relating to assessment.
    * Maintaining the SOLAR software and using this to monitor/analyse pupil progress.
    * Ensuring statutory obligations with regard to the transfer of assessment information to the local authority or NCA tools website are met.
    * Overseeing the administration, recording and analysis of standardised tests, as necessary.
    * Tracking the attainments and progress of individual pupils and identified pupil groups over time and comparing the progress made by different groups of pupils in order to ensure that no group is disadvantaged.
    * Collating information that enables the Governing Body to evaluate practice across the school
    * Reporting to/presenting to Governors on an annual basis in order to keep them up to date
    1. The Exams Officer is responsible for:
    * Co-ordinating the entry of pupils for accreditations and ensuring that this is achieved in a timely manner
    1. The Senior Leadership Team is responsible for:
    * Providing parents/carers with accurate information about their child’s attainments and progress.
    * Monitoring practice in assessment and the use made of assessment information.
    * Completing learning walks and work scrutiny, on a regular basis, to ensure that standards are consistent throughout the school.
    * Ensuring that effective moderation of assessment takes place by subject leaders and supporting them in making their decisions.
    * Monitoring individual pupil’s termly targets to ensure pupil progression and appropriate interventions as necessary.
    1. Class Teachers are responsible for:
    * Assessing pupils and setting/reviewing appropriate learning targets for the pupils in their class
    * Maintaining Individual Education Plans and Records of Achievement for the pupils in their class
    * Co-ordinating the compilation of the Annual Report and the Annual Review of Education, Health and Care Plans, in liaison with the allocated member of the Senior Leadership Team
    * Completing any necessary paperwork for the statutory assessment process, as necessary
    1. Subject Leaders are responsible for:
    * Monitoring teaching, learning and assessment practices within their subject
    * Supporting teachers in improving their assessment practices
    * Moderating pupil work and assessments in their particular subject area
    1. Office staff are responsible for:
    * Working with the Exams Officer to ensure all pupils are entered for appropriate accredited courses
    * Organising End of Term Awards
20. **Assessment**
    1. Assessment is not an end in itself – its’ main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next steps should be. Detailed and accurate assessments are integral to the education of pupils since these produce a clear picture of each individual child’s strengths and needs and, as such, inform planning.
    2. Assessment is an integral part of teaching and learning. It serves several purposes:
    * **‘Formative’** assessment provides information that enables teachers to plan the next steps in pupils learning. This is an ‘on-going’ form of assessment.
    * ‘**Diagnostic**’ and **‘functional’** assessment provides more detailed information about pupils’ individual strengths and weaknesses in particular areas and allows teachers to ‘focus in’ on specific interventions.
    * ‘**Summative’** assessment provides a means of recording overall achievement of a pupil in a systematic way usually at the end of a term, year or key stage.
    1. Assessment at Chadsgrove aims to:
    * Establish, as accurately as possible, the pupil’s level of function in all areas of the curriculum.
    * Provide a starting point for future decisions regarding the pupils individual curriculum needs in order to set achievable goals.
    * Monitor progress and acknowledge the achievement of pupils.
    * Demonstrate progression for individual pupils.
    * Provide a basis for discussion with parents/carers and other professionals regarding the pupils’ achievements, progress and future needs.
    * Monitor the appropriateness of the individual teaching programmes devised and offer teachers the means through which to evaluate their teaching methods.
    * Provide a means through which the school is able to monitor its’ overall effectiveness.
21. **Statutory Assessments**
    1. The following statutory assessments are an integral part of provision at Chadsgrove
    * **Education Health and Care Plans**

EHC Plans contain an overview of a child’s strengths and needs and are integral to the planning that goes on for a child. For pupils who are in the process of obtaining an EHC Plan, the school will complete the educational element of the statutory assessment process and make the formal request for an Integrated Needs Assessment. The Individual Education Plan produced for each child is based on the EHC Plan and any subsequent revisions of it.

* + **End of Key Stage Assessments**

The school complies with DFE regulations regarding pupil involvement in statutory assessments such as End of Key Stage assessments and Phonics Testing. Teacher assessments are completed and tests / tasks administered as appropriate, although many pupils at Chadsgrove will be disapplied from these because they are working below the minimum level for the tests. For any pupils not disapplied from testing, some may need modifications of the tests/tasks as a result of the particular nature of their physical disability or sensory impairment and, on occasions, a reader or someone to write for the pupil may also be required.

1. **Non Statutory Assessments** 
   1. Depending upon pupil age, learning disability or identified particular needs, the following non statutory assessments are used at Chadsgrove:
   * **SOLAR**

This is the primary assessment tool used. SOLAR allows teachers to assess and to monitor a child’s progress and also supports (but does not dictate) appropriate target setting. SOLAR assessments cross reference to the Early Years Foundation Stage, Chadsgrove ‘P’ Levels, the National Curriculum, accredited courses and specialist assessments such as Routes for Learning and Milestones which are used with pupils who have profound and multiple learning difficulties. Initial SOLAR assessments are completed for all children as soon as is reasonably practical following school entry – usually this is within the first half term

* + **Standardised Tests**

These are carried out as necessary in order to establish reading ages, spelling ages, receptive language ages, mathematical ages and levels of mathematical ability.

* + **Specific Learning Difficulties**

Assessments are available to determine the needs and plan effective provision for pupils who are thought to have a specific learning difficulty. These tests are administered by a specialist SpLD teacher.

* + **Complex Learning Difficulties and Disabilities (CLDD)**

The CLDD co-ordinator is able to assess the needs of pupils with complex learning needs and provide effective interventions for class and subject teachers. The CLDD co-ordinator uses profiles such as the Engagement Scale to assess and monitor progress and also supports school staff in their use of research in order to improve practice.

* + **MAPP (Mapping and Assessing Personal Progress)**

MAPP is a suite of materials developed by The Dales School, North Yorkshire to facilitate the planning, assessment and recording of progress in relation to personal learning intentions. In particular it provides a way of recognising lateral progression for pupils with profound and multiple learning difficulties or complex learning needs.

* + **Routes for Learning**

This is a specialist assessment tool for pupils with profound and multiple learning difficulties. It enables teachers to assess pupils at the very early stages of development.

* + **Chadsgrove ‘P’ Steps**

The Chadsgrove P steps are a combination of the more familiar ‘P’ scales combined with the expectations from Years 1 to 3 of the National Curriculum. Together, these provide a continuum of skill development in the core subject areas that provides a means through which to assess the progress of pupils at Chadsgrove who are engaged in subject specific learning.

* + **Functional and Diagnostic Assessments**

Pupils with additional needs such as those relating to a visual impairment, hearing impairment or complex communication needs may also require access to additional specific functional or diagnostic assessments – these are likely to be carried out with the support of specialists within the multi-disciplinary team.

1. **Nationally Accredited Assessments**
   1. Pupils of all ages and developmental levels are able to gain the following accreditations:
   * **Horse Riding -** Awards in horse riding skills and equestrian knowledge are assessed in conjunction with the Riding for the Disabled Association.
   * **Swimming -** These are awarded regularly following successful completion of various assessments, ranging from basic water confidence skills to more advanced skills / distance swimming.
   1. Pupils with severe or profound and multiple learning difficulties are able to gain the following accreditations:
   * **ASDAN Transition Challenge -** This is a modular programme to accredit pupil achievement in Key Stages 3 and 4. It is used with pupils who have PMLD.
   * **ASDAN Personal Progress -** This is a modular programme to accredit pupil achievements at Key Stages 4 and 5 (pupils with SLD) or just Key Stage 5 (pupils with PMLD)
   1. Pupils with moderate learning difficulties are able to gain the following accreditations:
   * **ASDAN Short Courses -** This is available to groups of pupils at Key Stages 4 and 5.
   * **ASDAN Personal Progress -** This is a modular programme to accredit pupil achievements at Key Stage 5.
   * **Entry Level GCSE -** These are available in several curriculum areas, including all core subjects
   * **GCSE -** These are available to a small group of the most able pupils with moderate learning difficulties and are delivered as part of a bespoke curriculum for the most able/gifted pupils. GCSEs may be delivered at Chadsgrove or at an off-site provision such as South Bromsgrove High School
   * **BTEC -** These are available at Entry 3 though to Level 3 in Information Technology
2. **Assessments Prior to School Entry**
   1. Many children arrive at Chadsgrove with extensive files and reports based on their attendance at child development centres, other schools or through involvement with specialist services such as Chadsgrove Outreach.
   2. In addition, prior to school entry:
   * An effort is made to liaise with the child's placement prior to entering school. If the child is in a mainstream school then it is likely that Chadsgrove’ s Outreach team is already involved with him/her and, as such, liaison will take place with this team also.
   * Where possible, a visit is made to the child’s placement in order to observe him/her in a familiar setting and get to know him/her a little more.
   * Parents and their child are asked to attend school for a pre placement interview with the Headteacher, school nurse and class teacher or team leader. Here, all aspects of a child’s care, including medical or health needs can be discussed.
   * Where possible, home visits are made to the very youngest pupils entering the Nursery
   * Introductory sessions and transition plans are put into place to ensure a smooth transition into school life.
3. **Recording**
   1. For pupils at Chadsgrove, judgements with regard to achievement and progress need to be underpinned by a range of evidence. Records are an important piece of this evidence. The quality and reliability of records are vital if teachers are to present a convincing picture of progress and thereby contribute to judgements about achievement. Effective records provide clear evidence of the changes in pupil attainment, behaviour, skills and personal development over time.
   2. Records maintained by Chadsgrove include:
   * **Personal Information Folders**

Each child at Chadsgrove has a Personal Information Folder which is maintained by the class teacher. All Personal Information Folders contain the same basic information. This includes the pupil’s Education, Health and Care Plan, Annual Review documentation, individual educational targets, medical information and other pertinent documents such as Behaviour Support Plans. The pupil’s folder is regularly updated.

* + **Individual Education Plans**

Individual Education Plans are set annually at the pupil’s Annual Review of their Education, Health and Care Plan. These plans identify the pupil’s current learning priorities which are then broken down into smaller, achievable termly targets. These targets are reviewed and evaluated at the end of every term and outcomes used to inform planning for next term’s priorities.

* + **SOLAR**

Pupil levels are updated, at least termly, via the SOLAR electronic assessment tool. Assessments are recorded in a database hosted and maintained by the SOLAR company. The database is password protected and is only accessible to allocated users. Teachers are able to upload contextual information, including photographic and video evidence as part of this process.

* + **Excel Data Spreadsheet**

A data spreadsheet is used to track the progress of all pupils across core subject areas and accredited courses. The spreadsheet is populated by subject leads and class teachers, predominately using SOLAR data

The data spreadsheet enables the progress of pupils to be easily analysed over time and each pupil’s attainment is ‘RAG’ rated termly. RAG rating is used to indicate whether the progress that a pupil is making is within, below or beyond expected levels. Expected levels are determined using historical Chadsgrove achievement data and are based upon a pupils age and degree of learning difficulty.

* + **Electronic Learning Journals**

These are stored on teacher iPads and are used with developmentally young pupils in school in order to record a child’s progress over time. Electronic learning journals are particularly useful for pupils who do not necessarily produce ‘work’ that can be marked. Electronic Learning Journals are put on and stored in a central location on the school network having been captured by the local devices (iPads).

* + **Records of Achievement/Progress Files**

These are used to record achievements across the curriculum over time.

1. **Assessment and Recording in Early Years**

**Assessment**

* 1. The Early Years Foundation Stage section of SOLAR allows staff to assess the developmental level of all Early Years Pupils. When they are assessed pupils are in one of the following developmental bands:
  + 0-11 months
  + 8-20 months
  + 16-26 months
  + 22-36 months
  + 30-50 months
  + 40-60 months

Generally, pupils at Chadsgrove tend to be within the first four bands.

* 1. Early Years Pupils are set targets in the following areas:
  + Communication and Language – Prime Area
  + PSED – Prime Area
  + Physical development – Prime Area
  + Mathematics
  + Literacy
  + Understanding the World
  + Expressive Arts and Design
  1. Very young pupils or Early Years pupils with profound and multiple learning difficulties may only be set targets in the three prime areas as these are considered to relate most closely to the ’holistic’ development of very young children.

**Recording**

* 1. Pupil progress at the end of each term is recorded in SOLAR and this data is then used to populate the Excel Data Spreadsheet. This allows teachers to carefully monitor the progress that each pupil is making.
  2. All pupils in Early Years have a Learning Journal. For the majority of pupils this takes the form of a physical book but for others, it may be held electronically. Photographic/video evidence with appropriate narration is added to the journal in order to demonstrate progress over time and identify next steps in a pupil’s learning. Any certificates of Achievement that pupil gets, for example, in good work assemblies, End of Term awards or swimming certificates are also stored within the pupils’ Learning Journal.
  3. In addition, all Early Years teachers maintain electronic folders containing photographs and video evidence that are used to support judgements about pupil achievement.
  4. Pupils contribute to the ‘Pupil Views’ section of their Annual Review Process and this helps to demonstrate the contribution that they make to their education and to the life of the school.
  5. The Early Years Foundation Stage Profile is completed electronically at the end of Year R, with assessment data being passed onto the Local Authority. This assessment covers all elements of the Early Years Foundation Stage Curriculum and helps to give information on the skills that the child has at that time, and supports the setting of clear attainable targets for the child's development.

1. **Assessment and Recording for pupils who have Profound and Multiple Learning Difficulties**

**Assessment**

* 1. Pupils with profound and multiple learning difficulties in the earliest stages of development make particular demands on the assessment process, for example:
  + It is very difficult to assess a pupil’s attention to stimuli if they are only alert for part of the day or if their postural management is such that they can show few unambiguous responses.
  + The progress of pupils with profound and multiple learning difficulties is not always linear and skills are rarely generalised spontaneously. As such, teachers need to use their professional judgement in analysing the outcomes of any assessment.
  + Teachers need to be alert in their observations of pupils’ responses, some of which may be fleeting.
  1. Class teams know each individual pupil very well and this helps them to interpret the meaning, significance and quality of pupil responses. The nature of a pupil’s individual responses is frequently an indication of their attainment and how well they are learning.
  2. It is acknowledged that, when assessing the skills of pupils with profound and multiple learning difficulties, staff need to be:
  + Consistent in recognising and recording observed responses.
  + Specific in providing examples of the responses of pupils.
  + Aware of lateral as well as linear progression and the fact that pupils can deepen their understanding and have a widening of experiences without being necessarily ready to move to the next level.
  + Aware that key achievements often occur outside of the planned learning outcomes but still need to be noticed, shared and recorded because they are so significant for the child.
  1. Pupil progress at the end of each term is recorded in the ‘Routes for Learning’ or ‘Milestones’ sections of SOLAR and this data is then used to populate the Excel Data Spreadsheet. This allows teachers to carefully monitor the progress that each pupil is making.
  2. In addition, the MAPP (Mapping and Assessing Personal Progress) assessment materials are used, as necessary, to support personalised target setting for pupils. As part of this process, pupils are set targets in the following three areas from the Barrs Court Curriculum:
  + Early Communication Skills
  + Early Thinking Skills
  + Early Motor skills

Pupils using the MAPP materials are likely to have new targets set each term as they should be making steady progress against targets within the Barrs Court Curriculum.

* 1. For those pupils with profound and multiple learning difficulties who are not accessing the MAPP materials, the Chadsgrove ‘P’ Steps or Post 16 Milestones curriculum are used to assess developmental levels and plan appropriate learning outcomes.

**Recording**

* 1. For pupils using the MAPP materials, class staff record a score for each pupil against their targets in each of the following areas:
  + Prompting – from dependent to independent
  + Fluency – from approximate to accurate
  + Maintenance – from inconsistent to consistent
  + Generalisation – from single contexts to many contexts

The results of the children’s scores are monitored over the course of a term and this helps to demonstrate the lateral progress that they are making.

* 1. All pupils with Profound and Multiple Learning Difficulties have an electronic learning journal stored on their teacher’s iPad. Four pages are added to this each term – one page for each of their targets plus another for self-help skills. Video or photographic evidence is added to these pages in order to demonstrate progress over time.
  2. All pupils with Profound and Multiple Learning Difficulties also have a Record of Achievement that contains the following pieces of information:
  + A print out of the electronic learning journal
  + Any certificates of Achievement that pupil gets, for example, in good work assemblies, End of Term awards or swimming certificates
  + The ‘Pupil Views’ section of the Annual Review Process – as this also demonstrates the contribution that the pupil makes to his/her education and to the life of the school
  1. ASDAN folders are used with pupils who have profound and multiple learning difficulties in Upper School. This demonstrates the progress that they make in gaining recognised ASDAN accreditations. ASDAN folders contain photographic based evidence against set assessment criteria, depending upon which award is being worked towards.

1. **Assessment and Recording for pupils who have Severe or Moderate Learning Difficulties**

**Assessment**

* 1. Pupil progress at the end of each term is recorded in the Chadsgrove ‘P Steps’ and accreditation sections of SOLAR and this data is then used to pupil the Excel Data Spreadsheet. This allows us to carefully monitor the progress that each pupil is making.
  2. If pupils are able to produce written pieces of work, these are marked in accordance with the schools marking policy which states that marking should:
* Be manageable for staff.
* Be positive, motivating and constructive for children.
* Be at the child’s level of comprehension.
* Be written in handwriting that is legible and a model for the child.
* Be frequent and regular, at least every third piece of work marked in detail and every piece seen.
* Involve all adults working with children in the classroom.
* Give children opportunities to become aware of and reflect on their learning needs.
* Give recognition and appropriate praise for achievement.
* Give clear strategies for improvement.
* Provide information for the teacher on the success of the teaching.
* Relate to the learning objective/success criteria of the work set.
* Positively affect the child’s progress.
  1. In addition to the marking of work, it is important that pupils are also given immediate verbal feedback and given time to respond to this.

**Recording**

* 1. Pupil progress at the end of each term is recorded in SOLAR and this data is then used to populate the Excel Data Spreadsheet. This allows teachers to carefully monitor the progress that each pupil is making.
  2. Written work is stored in curriculum folders which also contain learning ladders that quickly demonstrate the achievements that have been made over time. If pupils are unable to produce written pieces of work then electronic learning journals are used to keep a visual record of the progress that pupils make over time.
  3. Where appropriate students are encouraged to mark each other’s work, pointing out what they like and what could be improved.
  4. Each child has a Record of Achievement folder. Recognition is given for a child's achievements and this takes the form of a certificate, photograph, video or any other form of recording. The child is encouraged to have ownership of his/her folder and, where possible, is fully involved in its completion.
  5. In Upper School, pupils with moderate learning difficulties complete summative documents in preparation for life beyond school.

1. **Assessment of Pupils with Specific Learning Difficulties**
   1. If pupils, parents/carers or teachers express concerns relating to delays in the acquisition of literacy skills a referral is made to the leader for Specific Learning difficulties for further assessment and intervention.
   2. Pupils with specific learning difficulties may:
   * Have access to additional specialist tuition.
   * Receive additional time / support in tests and exams.
   * Be offered additional resources.
   * Be referred to external agencies for further assessment or advice.
2. **Self-Assessment - Involving Pupils**
   1. Pupils need to recognise their success and feel pleased with their achievements as this increases their self-awareness and improves their self-esteem.
   2. Whenever possible, pupils are involved in their own assessment by reflecting on their experiences and setting their own targets. However, it is important for them to be involved in ways that reflect their level of understanding for example, they may comment about their work, choose what they like or simply respond more consistently to a particular experience.
   3. Self-assessment is particularly difficult for developmentally young pupils. Some ways of encouraging pupil involvement include:
   * Personal evaluation and reflection within the class group at the end of a lesson/day or week, celebrating what each pupil has done and reviewing in relation to learning objectives.
   * Celebration assemblies.
   * Contributing to and looking at their ‘Learning Journals’ and their work samples including videos, photos and pieces of work.
   1. Some pupils are able to understand their IEP targets and the objectives set for each lesson. Classroom staff also help them to understand the progress they are making and what they need to do next to continue learning ‘next steps’. Other pupils are able to recognise when they have done well during a lesson, either from the outcome or because they know that staff are pleased with them. Alternatively pupils may be able to respond to a structured system of rewards that in time enables them to understand the desired outcome.
3. **Involving the Multidisciplinary Team**
   1. Although teachers are responsible for ensuring that assessment is planned for and takes place, all members of the classroom team are involved in assessment during lessons and in sharing the information with teachers. This means that they need to be aware of the goals and targets within IEPs and of the learning objectives for each lesson.
   2. Other professionals (e.g. physiotherapists and speech and language therapists) make separate assessments of pupils’ progress in their specialist areas as well as observing progress during the lessons in which they support pupils. This information is shared with teachers, so that they can use it to inform future lessons and to set future targets.
4. **Analysis and Moderation of Assessments**
   1. Involving teachers in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development and helps to raise standards and expectations through ensuring accuracy and consistency in judgements. Moderation also ensures that there is an appropriate focus on outcomes for learners and that learning remains appropriate for all pupils.
   2. At Chadsgrove School, the following takes place:
   * Termly moderation of Reading, Writing and Mathematics assessments made on SOLAR
   * Termly analysis of all assessment outcomes produced via SOLAR and transferred to the Excel Data Spreadsheet (see 16.3 and 16.4 below)
   * Yearly moderation of Early Years data prior to submission of EYFS data to the Local Authority
   * Internal and external moderation of accredited course work between subject specialists at Key Stages 4 and 5 (see 16.5 – 16.7 below
   * Moderation of the assessments made by teachers of PMLD pupils through attendance at termly ‘Peer Review’ group moderation meetings with other, similar, schools as part pf the West Midlands PMLD forum)
   1. Teachers are required to ensure that all SOLAR assessment data is updated by the end of every term. The Senior Leadership Team then hold a pupil progress staff meeting at the start of the next term to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to investigate what the reason may be for this - for example, it may be related to attendance issues, illness or an issue with accessing the curriculum that is proving to be a barrier to learning. The discussions allows the Senior Leadership Team to assess whether there is a need to put in additional support in place to fill any gaps. Interventions may include, for example, specific intervention groups, individual support or catch-up programmes.
   2. Whilst termly pupil progress meetings identify those children not making progress, equally they also offer an opportunity to identify those pupils making better than expected progress and also encourages teachers to consider if these pupils are being offered sufficient challenge. These high achieving pupils may also be considered as potential candidates for Chadsgrove’ s Unique Talents and Abilities programme which will help to ensure that they are stretched to their fullest potential in their areas of strength.
   3. All pupils in Key Stages 4 and 5 follow accredited courses such as Entry Level, BTEC and a range of ASDAN awards. For all such accredited courses it is a requirement that the school follows robust and rigorous internal moderation practices which meet the requirements of the examination boards or awarding bodies, before submitting marked candidate work (as requested) for external moderation. The purpose of internal moderation of accredited work is to ensure that all work submitted meets the external moderation requirements and to ensure that all assessment activities are valid, appropriate and fit for purpose.
   4. The internal moderator will usually be the subject lead or a member of the Senior Leadership Team (with appropriate subject knowledge and experience). The internal moderator will ensure that the internal moderation procedures are fair and open and will ensure that feedback and outcomes of internal and external moderation support further development of good practice.
   5. It is the responsibility of all staff teaching accredited courses to participate in this moderation process by keeping the necessary records, attending relevant feedback meetings and submitting marked candidate work as requested by the internal moderator.
5. **Reporting**
   1. Formal reporting takes the following forms:
   * **Annual Reports**

The progress of all pupils is reported to parents/carers in the Summer Term each year. The school views the annual report to parents/carers as a very important document and parents/carers are expected to attend a parents evening or meet with the child’s teacher at a mutually convenient time soon after receiving the report in order to discuss their child’s progress over the year. The format of the annual report to parents is designed to meet statutory regulations in a ‘user friendly’ way. The format is also regularly reviewed to ensure that it continues to meet statutory requirements.

* + **Annual Review of the Education, Health and Care Plan**

The Annual Review meeting to discuss the child’s progress over the year, review the previous year’s targets and set new targets for the following year will be carried out at a set point during the school year. Interim reviews are also held as and when the need arises, for example, if there is concern about a child’s progress or placement. Parents/carers are asked complete a questionnaire regarding their thoughts on their child’s progress over the year as part of this process and pupils are also given the opportunity to comment on their progress. Teachers also contribute to this process by writing the Educational contribution to the Annual review

* + **End of Key Stage Results**

Parents/carers are fully informed of their own child’s results for End of Key Stage tests, tasks and teacher assessments.

* + **Two Year Progress Checks**

Parents/carers are invited into school to discuss the progress of the very youngest children in Early Years. The two year progress check reports on each area of the Early Years Foundation Stage Curriculum (or just the three prime areas if this is more relevant to an individual pupil).

* 1. In addition to the formal reporting procedures described above, there are also opportunities, throughout the year for parents to hold less formal discussions with school staff regarding their child’s progress. Such opportunities include:
  + Parents’ Evenings.
  + Open mornings and coffee mornings.
  + Regular contact maintained daily with through the Home/School Diary system.
  + Invitations to parents/carers to join end of term assemblies and other special events in school.
  + Record of Achievement folders may be taken home by the child periodically and are available to be looked at during Parents’ Evenings in order to enable pupils to share their achievements with their parents/carers.
  1. Parents/carers are always welcome to telephone, email or visit school if there are aspects of their child’s progress which they wish to discuss.
  2. The school website reports information regarding assessment by reporting on:
  + Pupil premium outcomes for spending
  + Data analysis of the end of key stage results and the performance of specific groups of pupils.

1. **Celebrating Achievements**
   1. Whilst formal reporting of a child’s progress is important, Chadsgrove also acknowledges that a more public recognition of achievements can be very important and highly motivating for children, parents/carers, staff and Governors.
   2. Some achievements can be instantly praised in the classroom, be given a merit mark or gain a ‘well done’ sticker from the Headteacher. Weekly Assemblies and End of Term Presentation Assemblies are also more formal ways of publicly reporting achievements of all kinds.
   3. Regular school newsletters and press coverage are also used to report children’s achievements to a wider audience, as, increasingly is the school’s website.
   4. Pupil achievements are also displayed on a board outside of the Headteacher’ office.