



# Upper School Assessment Recording and Reporting Policy

Date Written: March 2022

Date For Next Review: January 2027

## RATIONALE



Assessment is a vital tool and needs to be part of an ongoing process. In keeping detailed records of pupil attainment, targets and learning objectives and in monitoring levels of achievement and outcomes, we can be confident that The Lifehouse is meeting pupils' individual needs.

Lifehouse pupils will follow an individually tailored curriculum, (see Curriculum Policy) within which we plan to maximise progress towards their full potential. Recognising that all aspects of their lives influence learning capabilities, means that we must keep records that create and maintain a complete picture of each pupil, throughout their time with us.

Thorough assessment and recording enables The Lifehouse to be fully accountable for each pupil's curriculum and progress.

Keeping pupils informed of their progress underpins their growing confidence, and recognising their own capabilities allows them to make informed, appropriate choices. When pupils are fully involved in target setting and monitoring their own progress, they can develop the capacity to lead their own learning.

Reporting to, and including, involved parties maintains the holistic approach to supporting their education, and allows us to work in partnership with families. In this way, we can work together to support the child in the most effective way.

## AIMS

- Gain a baseline assessment - transition records, where appropriate
- To support provision so that it is appropriate to meet the needs of each individual pupil.
- To ensure that each pupil is supported and challenged at the appropriate level.
- To ensure that pupils make progress at a pace that is right for them, and that progress is monitored.
- To gain accurate and detailed knowledge of attainment and levels of ability in subject learning and qualification lessons
- Inform target setting and teacher planning

Support the pupils' personal development and recognition of their own skills, knowledge and understanding, and where their own development needs are.

- Prepare, enter and submit pupils for examination and accreditation where appropriate.
- Maintain and share accurate and detailed information about each pupils attainment and levels of achievement towards subject learning and qualification.
- Ensure Lifehouse accountability and monitor outcomes.
- To track and monitor progress made by pupils towards Attitudes to Learning descriptors.

The Policy has 3 Parts:

1. Assessment
2. Reporting
3. Evaluation

### 1. Assessment



Assessment takes part at many stages through a pupils Lifehouse journey.

Formal assessment and testing becomes increasingly appropriate as a pupil becomes more settled in their placement at The Lifehouse, it is rarely appropriate during the first term of a placement or a pupil's assessment placement.

### Transition stage

When The Lifehouse is asked to consider providing education for a pupil we will do our best to gain as clear and full a picture of levels of attainment and abilities for that pupil, including education, social, emotional, physical and communication areas of learning and development. We will:

- Make contact with professionals currently and previously involved, to arrange for transition records and information to be passed on;
- Start regular meetings and communication with the pupil's parents or carers;
- Use Statements of SEN and information from the pupil, parents, previous school and any other relevant parties to make an initial assessment of the pupil's strengths, interests, learning, sensory, support requirements, social needs and primary initial aims.
- Proceed with an assessment placement.

### Baseline Assessment

#### Rationale:

- Pupils arrive at The Lifehouse with base-line assessments of varying detail & quality.
- Many pupils who join The Lifehouse, do so after a (sometimes very long) period of disengagement for learning and it is not always possible or relevant to assess their attainment according to standard (NC) criteria.
- Accurate Base-line assessment is an important tool for effective curriculum and support planning and for providing base-line data against which to compare outcomes on leaving The Lifehouse, and thus measuring value-added attainment for all pupils during their time at The Lifehouse.

#### Method and principles:

All pupils placed at The Lifehouse complete an initial assessment term.

Prior to the pupil beginning their assessment placement the school's base-line assessment proforma is populated with transition data and information.



Towards the end of this assessment term, a school full base-line assessment is completed in order to inform future curriculum planning and placement contract.

Base-line assessment is informed by information and data received by the school on school entry, as well as further informed by our own assessment of the pupil.

Base-line assessment is always bespoke to the individual pupil at that time. It includes appropriate assessment procedures and information including and selected from the following list:

- SEND
- Mental health
- Pupil support needs
- Pupil vulnerability and potential risks
- Family support needs
- Screening for reading, spelling and mathematical ability;
- National Curriculum formative assessment
- Previous qualification attainment
- Appropriateness of a qualification learning pathway
- THRIVE assessment
- Attitude to learning and learning behaviours
- Engagement for learning
- End of Key stage target levels

Using assessment against formal NC attainment targets in The Lifehouse Base-line Assessment is not always possible or appropriate.

A team around the pupil carries out base-line assessment.

Parents and the pupil are invited to contribute to inform base-line assessment

A TAC meeting is used to share information, from which further assessments may be made and appropriate activities identified for further assessment. The school's Base-line assessment proforma is then completed.

The school's base-line assessment is shared with the placing authority, the pupil and their parent / carer (s)

### Ongoing Assessment

At Lifehouse Pupils are assessed through Attitudes to Learning (A2L), Subject Learning, Qualification attainment and Therapeutic Learning (THRIVE):



In Key Stage 1, 2 and 3 pupils follow programmes of study for each subject on their LLP that have either a 'Therapeutic' or 'Subject Learning' focus.

In Key Stage 4 and Post 16 pupils follow an appropriate programme of study with a variety of subjects and activities on their LLP which are part of the Pathways for Adulthood (PFA) Framework.

These are based around the main areas of

- Key Stage 4 – Study Programme
- Post 16 Study Programme
- Post 16 Supported Internship

Throughout each Key Stage the following forms of assessment are used:

**Formative assessment** – used by teachers to evaluate pupils knowledge, skills and understanding on a day-to-day, lesson basis e.g. recap questions, scrutiny of pupils work, providing feedback, observations and quizzes. (see Marking and Feedback Policy)

**Summative assessment** – used by teachers to evaluate how much a pupil has learned at the end of each teaching unit and will include where appropriate milestone marking and internal standardisation

At the end of each Key Stage, a 'Summary of Assessment' is compiled for each pupil in order to inform a learning pathway going forward into the next Key Stage

## Reporting

Pupils will be informed of their progress through use of:

- Day Dairies (records A2L for each session)
- The marking framework (What Went Well, Even Better If, My Response Is)
- Milestone Marking
- Qualification assessment
- Termly reports

## Monitoring and Tracking of progress

Termly assessments will be used as evidence in Annual Reviews for making amendments to EHCP LTO's and for creating Person centred Plans (PCP's). These are also recorded on the MIS.



Termly and annual reports and an annual assessment summary will be made for each pupil and sent home throughout the year.

Each Pupil from Key Stage 4 upwards has a formal Record of Achievement (RoA)

Qualifications entered and achieved are recorded on the MIS

Certificates and notifications of results are recorded in the RoA's

### Reporting to Parent / Carers

We wish to work in partnership with parents and carers and reports are a way of ensuring that clear information regarding both wellbeing and academic matters relating to a pupil are disseminated appropriately



Reports to parents will not replace regular dialogue. Any parent /carer with a query is encouraged to contact the school and speak with the pupils wellbeing support, Learning Lead in the first instance. They may also request discussions with the SENDCo, Head of Centre, Deputy Head or Headteacher.

Throughout the school year we formally report to Parents and Carers in the following ways:

- Termly / Annual reports
- Parents evenings
- Annual Reviews

In addition, Year 9 pupils have an options review where they can meet with Learning Leads, Wellbeing support, SENDCo and the Deputy Headteacher to discuss the proposed LLP and qualification offer going forward into Key Stage 4.

Communication will not be left to report time. Well-being support staff will contact home on a regular basis, as agreed with Parents/ Carers.

Phone calls and personal contact are encouraged to ensure that we are working in partnership at all time. Any contacts should be recorded on the MIS system.

## Evaluation and Responsibility

This Policy complies with the Independent School Standards and we make available particulars of the school's academic performance including the results of any public examinations.

The Staff responsible for evaluation and review of this policy is the Deputy Head and Headteacher. However, all staff are responsible for ensuring the policy is implemented and acted upon.

When evaluating the use and impact of this assessment and reporting policy, school leaders will ensure:

- Assessment information is used to inform teaching and learning
- Assessment information is used to inform social emotional development
- Assessment information is reported / shared with Parents / Carers

When evaluating the accuracy and impact of assessment, leaders will evaluate the extent to which:

- Teachers use assessment for establishing pupils starting points
- Teachers use assessment to modify teaching so pupils can achieve their maximum potential both academically and in relation to social & emotional progression