

Assessment, Recording and Reporting Policy

This policy encapsulates Ellesmere College's approach to the assessment, recording and reporting of the educational progress and attainment of our students. The policy should be read in conjunction with our Marking and Feedback Policy and our Accreditation Overview document.

Introduction and context

Students at Ellesmere College experience the curriculum according to their need. We operate a student-centred approach to teaching and learning and provide a broad, balanced yet flexible curriculum to all students. It is our aim to ensure each student achieves their potential.

Since September 2019, we have introduced a bespoke assessment package that reflects our curriculum offer at each Key Stage. This is outlined in the table below:

Classes	Key Stage	Pathway	Assessment
Acorns, Blossom, Conkers, Maple	EYFS/KS1 (Aylestone Meadows)	Primary	Ellesmere Development Steps
Rabbits, Hedgehogs, Foxes, Butterflies, Ladybirds, Squirrels	KS1/KS2/KS3 (Knighton Fields)	Connecting & Responding	Ellesmere Development Steps SCERTS
Hazel, Cherry, Chestnut, Pine, Willow, Ash, Oak, Cedar, Silver Birch, Superstars, Supernovas, Starlights, Bright Comets, Shooting Stars, Meteors, Nebula, Apollo 90, Voyager, Pioneer, Rapid Rockets	KS1/KS2/KS3	Learning for Life High Needs Connecting & Responding Stretch & Challenge	Ellesmere Steps
Knighton, Phoenix, Bradgate	KS4	Learning for Life Stretch & Challenge	Various – all taken from accreditation specifications
Abbey, Beacon, Highcross	KS4/Post 16	High Needs	ASDAN Life Skills Challenges
Caterpillars, Owls		Connecting & Responding	ASDAN Life Skills Challenges SCERTS
Hawking, Tajiri, Braun, Grandin, Edison, Keller	Post 16	High Needs Stretch & Challenge Learning for Life	Gateway accreditation

EYFS – Children in Foundation 2 are also assessed at the end of the academic year using the EYFS profile. The Ellesmere Development Steps statements feed directly into this.

Year 1 – Children who have an understanding of grapheme-phoneme correspondence will participate in the phonics screening check at the end of Year 1

Year 4 – Children who are working above expectation for Year 2 in multiplication tables will participate in the multiplication tables check towards the end of Year 4

End of Key Stage 1 and 2 – Children working at a subject specific level are assessed at the end of the key stage using the Teacher Assessment Frameworks and Key Stage tests (if applicable) or the Pre-Key Stage Standards.

Key Stage 4/Post 16 – Students across all Pathways work towards appropriate accreditation. Assessment statements are taken directly from the appropriate qualification specifications. Accreditation results are reported on at the start of each academic year for the previous year.

Phonics

From August 2022, we have used Unlocking Letters and Sounds as our phonics scheme. We assess the progress of our students through ongoing formative assessment and through termly summative assessment.

EHCPs

We evidence progress towards each students' EHCP outcomes through Classroom Monitor and Evidence Me, both of which can be used to capture photos, observations and videos.

We actively encourage parents and carers to contribute towards this evidence, either via our home-school communication system Weduc or directly through Evidence Me.

We assess the progress of our students through termly summative assessment and their annual EHCP review.

Aims

- To help students recognise and take pride in their own achievements, recognise areas and skills that need to be further strengthened and become involved in planning their own future learning
- To help staff have a knowledge of each student's particular abilities, skills and understanding, plan future teaching and celebrate successes with students
- To help the school evaluate effectively whole school curriculum planning and practice, meet statutory requirements and contribute to effective transitions
- To help parents and carers to know how their child is doing, be aware of how best to help and encourage at home and participate in celebration of the achievements of their children

Key principles of assessment at Ellesmere College

The student is at the heart of assessment

Assessment at Ellesmere College is not designed simply as a tick box exercise; it should support staff to gain and develop a better understanding of each individual student. Where appropriate, we encourage staff to actively involve students in the assessment process.

Assessment is integral to good teaching and learning

Assessment should be an ongoing process, allowing staff to identify any gaps in learning and plan and deliver lessons accordingly. Marking and feedback should support this process.

Assessment is fair, honest and rigorous

Assessment information is only of use if all stakeholders approach it with honesty and integrity. We ask that staff only assess skills they have seen students demonstrate; we do not have a culture of simply 'moving a child up' for the sake of making progress.

Moderation

Moderation is an integral part of our assessment cycle. It ensures that there are consistent and agreed expectations of what is required for a student to achieve a specific assessment statement. At Ellesmere, moderation is embedded within the working hours of teaching staff. This is supported by cross-city special school moderation events which provide an additional layer of quality assurance.

In addition, we follow the appropriate guidance and processes with regards to moderating our accredited courses.

Target setting

Targets for students are set according to their age and Pathway, as set out in the table below. Targets are set on an annual basis and broken down further for each assessment point.

Classes	Key Stage	Targets
Acorns, Blossom, Conkers, Maple Rabbits, Hedgehogs, Foxes, Butterflies, Ladybirds, Squirrels	EYFS/KS1 KS1/KS2/KS3	Set by teacher for each student. Targets are moderated across the team, alongside the appropriate Assistant Principals/Heads of Centre
Hazel, Cherry, Chestnut, Pine, Willow, Ash, Oak, Cedar, Silver Birch, Superstars, Supernovas, Starlights, Bright Comets, Shooting Stars, Meteors, Nebula, Apollo 90, Voyager, Pioneer, Rapid Rockets	KS1/KS2/KS3	Currently set as follows: Significantly below: 3% and below Below: 4% Good: 5% Above: 6% Significantly above: 7% and above
Knighton, Phoenix, Bradgate	KS4	Targets are set for each subject, based on the composition of the qualification
Abbey, Beacon, Highcross	KS4/Post 16	

Caterpillars, Owls		Set by teacher for each student. Targets are moderated across the team, alongside the appropriate Assistant Principals/Heads of Centre
Hawking, Tajiri, Braun, Grandin, Edison, Keller	Post 16	Targets are based on students achieving 1 level above previous achievement at KS4 by the end of Post 16.

Recording

Staff use records to review students' progress, set appropriate targets for the future and to form the basis of reports. We record our assessments of students on Classroom Monitor, a system which combines evidence gathering with ongoing assessment.

Records are kept in many ways. These include:

- Teacher's plans
- Student's work
- Base line assessments
- Photos, videos and observations on Classroom Monitor and Evidence Me
- Classroom Monitor
- Early Learning Profile
- EHCP and observation records for the outcomes
- Progress Review meetings with Senior Leaders
- SIMS (End of Key Stage LA Data Returns)
- Examination records (as specified by the relevant examining body)

Summative assessments are recorded 3 times a year on Classroom Monitor and reported to the Executive Principal. However, between these assessment points, teachers consistently update assessments for each student as they make steps of progress. The Executive Vice Principal with responsibility for assessment consistently monitors progress, assessment processes and evidence collected.

Reporting

At Ellesmere, we report on student progress in a number of ways; through our EHCP Review process, Parent/Carer Evenings, interim reports and end of year reports.

Our EHCP Review process provides parents and carers with a written report which outlines their child's progress over the previous year and provides a current picture of where they are at linked to their individual EHCP outcomes. Parents and carers are invited to attend their child's review meeting and to discuss the report and any changes to their EHCP that may be required.

In addition to this, Parent/Carer Evenings are held twice a year, interim reports are provided at the end of the Spring Term and end of year reports are provided in June/July.

The Executive Vice Principal with responsibility for assessment produces a termly assessment report that is presented to governors.

Linked documents: Marking and Feedback Policy; Accreditation Overview

Date of next review: November 2023