



# **Assessment, Recording and Reporting Policy**

Review date: January 2025  
Next review date: January 2026

## **Assessment, Recording and Reporting**

This policy aims to outline the procedures and practices for the assessment, recording and reporting of pupils' achievements in relations to all aspects of the curriculum.

### **Objectives:**

We will fulfil our aims by:

- Understanding why these procedures and practices should happen
- Defining how these procedures and practices should happen
- Recognising opportunities for these procedures and practices to happen, both formal and informal
- Outlining responsibilities in regard to these procedures and practices

Assessment is an intrinsic part of teaching and learning and is essential to those activities. Assessment takes account of the whole child and does not just focus on academic achievement. Recording pupils' strengths and weaknesses is a necessary part of the target setting process of individuals and groups, and provides information which can be shared with parents, carers and other professionals. Records should inform the planning of teaching and learning. Reporting may be a formal or informal activity and is necessary to satisfy statutory requirements and to create a starting point for later assessments.

Assessment, recording and reporting activities cannot be carried out in isolation, one from the other. When completed effectively, they provide the basis for effective, differentiated teaching and learning.

A timeline is used at Gwenllian Education Centre as a guide to inform staff of our Assessment, Recording and Reporting procedures. Please refer to this document.

### **Departments**

The needs of the pupils can be quite diverse, including their educational priority areas. We therefore operate 2 educational departments in the school, Adran Las and Adran Borffor.

Adran Las provides education to children and young adults with a Severe Learning Disability (SLD).

Pupils in Adran Borffor typically present with advanced levels of language and cognition. Pupils may also present with behaviour that challenges that require additional support to manage. Pupils typically have a history of disrupted schooling, and although cognitively-able to perform on par with their same-aged peers in some subjects, pupils have missed a significant amount of education in comparison to similar-aged peers in mainstream school.

## Assessment

Assessment is a continuous process.

We will assess to:

- Ensure coverage of our stated curriculum aims. Assessment opportunities should be identified in planning and matched to learning objectives.
- Evaluate the effectiveness of teaching and learning.
- Identify the strengths and weaknesses of each pupil and match provision to their needs.

Pupils are assessed throughout the year against a range of specialist tools that help us track progress relating to the curriculum that best meets their need. This may include for some or all pupils:

- The Welsh Progressions Steps and Pre-Progression Steps
- The Verbal Behaviour Milestones and Placement Program (VBMAPP)
- The Assessment of Basic Language and Learner Skills – Revised (ABLLS-r)
- The Assessment of Functional Living Skills. These include:
  - i) Basic Living Skills Assessment
  - ii) Home Skills Assessment
  - iii) Community Participation Assessment
  - iv) School Skills Assessment
  - v) Independent Living Skills Assessment
  - vi) Vocational Skills Assessment
- The Essentials for Living (EFL)
- The Social Skills Assessment (Socially Savvy)
- The Autism Progress Assessment
- Big Maths
- Relationship and Sexuality Education
- Test of Abstract Language Comprehension (TALC)

Examples of pupils' work and efforts of engagement within activities are also used to assess the pupils' ability.

Opportunities for assessment occur on entry into school and throughout the school year (see ARR timeline). Assessment tools may relate specifically against the Curriculum for Wales, GCSE assessment criteria, Moving on, and ASDAN.

Assessments continue on a daily basis as staff:

- Observe and record what pupils can do/their responses (probes)
- Question pupils to ascertain their understanding
- Review and assess pupil's work
- Monitor pupils' social and behavioural development

Teachers should show in their planning a range of differentiated learning outcomes which can be assessed against the identified assessment criteria. For some core subjects, teachers assess pupils' achievements directly against the relevant progression step.

Class teachers are responsible for pupil academic assessments, however class teachers liaise closely with their class teams, Board Certified Behaviour Analysts and other specialist staff to ensure pupils are assessed effectively to ensure that they are able to celebrate pupil achievements and plan for future learning.

## **Recording**

We will record to:

- Maintain collections of information that serve as evidence of pupils' progress.
- Preserve information that assists in measuring pupil progress
- Compile an archive of material for reference concerning pupil progress

Records will be saved electronically and largely through the use of B-squared, an online assessment tool and online assessment grids.

Data gathered will be processed to monitor pupil and whole school progress.

Pupil files will also provide evidence of achievements against targets set by teachers and other professionals including Speech and Language Therapists, Occupational Therapists and Behaviour Analysts.

For all pupils, each pupil has an assessment file which stores all skills that the pupils have mastered from their individual programmes, these include short-term objectives met, long-term objectives met, IDP targets met, and skill tracking data sheets.

These files will be kept in addition to the pupils' record file which is kept in the main office. The assessment file will travel with the pupil as they progress through school, or transfer to another school or adult provision.

Records are updated regularly as per the ARR timeline.

Class teachers are responsible for recording pupil progress.

## **Reporting**

We will report to:

- Convey significant information concerning pupil progress to pupils, parents/carers and other professionals.
- Provide information about the curriculum and school organisation.

### How and When:

- Oral reports to pupils and parents/carers may be given informally at any time
- Formal oral reports are given at parent appointment meetings
- Formal written reports are made at the end of the summer term, and at one occasion during the year at the pupil's annual review meeting
- Written reports may be requested to support the work of other professionals

The provision of information is the responsibility of the class teacher, although any member of staff may contribute to the process of reporting. The responsibility for the issuing of reports rests with the head teacher.

### Principles and Best Practices

- **Consistency and fairness:** Assessment practices are applied consistently across all pupils and the specific criteria used prevents a bias result.
- **Feedback:** Constructive feedback is key in helping pupils understand how they can improve and progress in their learning therefore feedback should be given to pupils of all abilities in different appropriate forms that is beneficial to them.
- **Communication:** The teacher and Behaviour Analyst are required to have clear, regular communication with parents so they can support their child's learning at home.
- **Data security:** Any records of pupil progress will be stored securely in a locked room or cabinet to ensure the privacy of personal information.