



# **Royal Free Hospital Children's School**

## **Assessment Recording and Reporting Policy**

### **Feb 2022**

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## **Introduction**

At the Royal Free Hospital Children's School, we believe that assessment, recording and reporting are crucial to the learning process, recognising that assessment not only supports individual pupils in the achievement of learning potential, but also fosters the development of self-esteem and personal responsibility.

## **Policy statement**

We acknowledge our legal responsibility to provide information to the DfE, the local authority, governors and parents, based on teacher assessments and external examinations. The school is committed to self evaluation and uses assessment, recording and reporting to track student progress, monitor teaching and learning within the school, and inform the School Improvement Plan (SIP) and the school's Self-Evaluation Form (SEF).

## **Aims**

The school aims to:

- Assess on entry so predicted grades can be made and strengths and weaknesses identified.
- Use the assessment, record keeping and reporting processes to monitor the progress and achievements of different groups of students within the school where possible.
- Ensure consistency and continuity throughout the school's assessment, record keeping and reporting systems.
- Maintain an assessment, record keeping and reporting system that takes into account the diversity of pupils' medical and mental health needs for both ward and day pupils
- Provide students with termly 'currently working at' predicted grades generated from either teacher assessment and/or standardised tests.
- Acknowledge how contextual factors, such as medical treatment or other interventions can be reflected in assessments at any given point
- Involve Governors, parent(s)/carer(s) and the wider community in the celebration of students' achievements.

## **Assessment**

### **Principles of Assessment**

- Assessment is an integral part of the teaching and learning process so therefore has to be accurate, clear, fair and appropriate as well as being both manageable and useful
- Assessment not only supports teachers planning and directs pupils' learning, but is inherent in whole school management processes such as strategic planning, school development, school improvement and whole school decision making
- Assessment is the entitlement of all pupils. Methods of assessment must be carefully designed so as not to discriminate on account of gender, race, disability, language or special educational need
- Teachers will assess what pupils know, understand and apply in the context of accreditation wherever possible.
- Progress and achievement can be related through the Pupil Reward Point system, Achievement and Progress Certificates at the end of each half term and regular verbal and written feedback.

## **Purposes**

- Assessments are used by teachers in their planning and as a consequence, records contain a full picture of pupils' academic and personal achievements
- All targets set for pupils; academic, behavioural and physical are systematically recorded and used to support pupil's learning both in the classroom and on the ward using the school's management information system (SIMs)
- Where assessment is effective, pupils' work is evaluated using clear criteria which are consistently applied across the curriculum
- Assessment is used to effectively track, monitor, report and celebrate pupil progress using either existing prior data such as Ks2 data, or that generated from standardised tests such as CATs and SATs assessments; and in some cases, both. This is especially important where data is either patchy or non-existent, usually due to a history of poor attendance or a new arrival to the UK

## **Aims**

- To identify whole school strengths and weaknesses, identify future priorities and set whole school targets.
- To ensure support and resources are directed to where they are most needed
- To meet all statutory requirements and ensure that teachers' records and assessments inform all relevant agencies/persons
- To facilitate more effective teaching and learning
- To support curriculum planning and individual pupil target setting processes
- To progress standards of attainment and positive pupil attitudes
- To ensure assessments made by other professionals form an integral part of monitoring all areas of pupils' development
- To monitor the outcomes of initiatives and interventions
- To encourage the involvement of pupils in planning and evaluating their work
- To motivate and increase levels of engagement and self-esteem

The unique circumstances of the RFHCS make it difficult to use solely outcomes from assessment as other educational settings would. It is more challenging to make accurate and reliable judgements considered significant with such low cohort numbers.

We continue to develop links with the National Association for Hospital Education (NAHE). The NAHE provide a forum for professional discussion and an opportunity to compare methods of assessment, and how to obtain meaningful information, with colleagues in similar settings.

## **Methods of Assessment**

## Pupil Assessment

The school gathers assessment information from:

### 1. Referring agencies and professionals involved with the child, such as:

- **RFH Medical Team:** information relating to a ward pupil's health and/or psychological well-being, and any knowledge of learning difficulties and/or disabilities, is passed on to staff at the daily morning briefing. A pupil's ability to access education is then assessed and an appropriate lesson planned.
- **Pupils' home schools:** staff liaise with class teachers, subject tutors and Heads of Year in secondary schools for day pupils and in-patient pupils and obtain information such as "P" Scale levels, SATs levels and other test scores (e.g. reading)
- **Camden Inclusion and Special Educational Needs Teams:** provide information such as Statements of SENs and Educational Psychologists' reports.
- **Learning Records Service:** This database supported by the Education and Skills Funding Agency provides all historical data, such as Ks2 and Ks3 results, on record for individual pupils via their Unique Pupil Number (UPN). This information can only be accessed by the headteacher and examinations officer and can be used to establish results not provided by home schools. Due to reasons such as poor attendance, examination phobia and anxiety, the data is often very patchy.

### 2. Educational assessments, such as:

- **Baseline assessments:** the assessment of English, Maths, Science, from which teachers can plan the curriculum programme for both short and longer-stay pupils. Pupils admitted to the ward are baselined through a forensic discussion by teaching staff and outcomes recorded on SIMs as Baseline, Target and Assessment. For future reference and to track progress, each learning opportunity is recorded in this manner. The school also uses bespoke assessment tools to track pastoral progress including an ECM and Pupil Profile. This is triangulated with hard academic data to create and reinforce narrative around progress.
- **Dyslexia and Dyscalculia Screening:** All students are screened on entry. This information is feedback to staff during regular reviews of Individual Educational Plans (IEPS).
- **CATs testing:** this assessment procedure provides accurate data for casual admissions and pupils with large gaps in their education that can be projected both forwards and backwards. Progress along national levels can then be tracked and monitored more precisely. Individual grades are generated for each subject and these are used as a comparative progress measure when the final results are generated.
- **Summative assessments:** these include end of unit tests, mock exams, summary discussions in lessons, assignments posted in Google Classrooms, exams in the form of Google documents and online assessments such as SenecaLearning and Edupuzzle.
- **Marking and Feedback:** when monitoring and assessing pupils' work, teachers give constructive oral or written feedback that acknowledges pupils' successes, clearly conveys what they need to

improve and how best they can do so. When work is returned, time is set aside for pupils to reflect on any feedback. Although it has its place, we no longer emphasize the use of 'Think, Pink, Green, Go Green' as a means of evidencing reflective feedback. The emphasis is now on the quality of feedback. This can be evidence as commentary in student exercise books or within lesson streams within Google Classrooms.

- **Pupil Self-Assessment:** this can be through self-assessment pro-forma such as LAMS (Looking at Myself and School) and an online assessment tool (PASS survey) that assesses self-perception and attitudes towards themselves as learners, or discussion with teachers where pupils are encouraged to consider their own achievements and plan steps necessary for improvement. Comparison of learning lists taken at the beginning and end of units or topics can be used to assess progress in lessons. A pupil actively participating in planning their own "next steps" contributes to the development of self-esteem and self-awareness, and recognition of their achievements. Students maintain 'Weekly Progress Sheets' on a daily basis - highlighting strengths and weaknesses in individual subjects – forming the basis of individual weekly tutorial discussions. These take place during lesson time on a rolling programme to limit loss of lesson time.
- **Peer Assessment:** this can be through pupils being encouraged to evaluate the work of their peers, or to mark it against a given set of success criteria.
- **Controlled Assessments:** these have largely been replaced by required practicals or speaking and listening or endorsed assignments and activities. The headteacher now signs a requested guarantee from examination boards to ensure this is carried out to the best of our ability in all Sciences, English and Languages.
- **Observation:** observing pupils working e.g. group activities or computer work.

### **School Self Evaluation**

The school uses the SEF to guide its' monitoring of school effectiveness and the effective deployment of human and material resources. The SIP reflects the outcomes of this process and identifies action needed.

### **Subject Evaluation**

Teaching staff use the Subject Improvement Plan to guide their monitoring of teaching effectiveness and the effective deployment of human and material resources. The Subject Improvement Plan reflects the outcomes of this process and identifies action needed and is updated annually in direct relation to the most recent analysis of GCSE results with reference to progress of individual groups of pupils.

### **GCSE examination Analysis**

This is incorporated as part of the annual subject evaluation process. The idea is to highlight and review strengths and weaknesses of individual subject delivery and to provide a narrative that examines and explains GCSE outcomes for all pupils that includes the consideration of the accuracy of predicted grades. Due to the lack of prior attainment data and the length of time of pupils have at the school - mostly 1 year, but sometimes 2 - pupils are not put into progress attainment groups and tracked for individual pupil progress based on attainment 8. An over progress measure for the school

is also not generated for the same reason, but a comparison of individual expected grades generated from CATs compared to actual grades is a good means of measuring progress.

### **Evaluation of Planning**

The September 2021 new Ofsted framework places greater emphasis on the intent within subject programmes of study (PoW). Staff are not expected to produce detailed schemes of work (SoW) or PoS, but there is an expectation staff are not just following the often very detailed subject specifications, and place due consideration to the stages of development and acquisition of ideas and subject knowledge rather than just content. The Goggle Classroom is fully embedded and embraced, so staff have the opportunity to develop a dialogue with students in individual lesson streams, outlining key learning objectives, the expected acquisition of ideas, and signposting how these ideas link in with topics to be covered in the future.

### **Work Sampling**

In order to facilitate assessment for learning, teaching staff regularly sample pupils' work. This information may be used to support whole school and individual targets. Samples of pupils' work demonstrating progress over time are retained as evidence of progress in the core subjects against initial assessments made. Contextual information is recorded as appropriate. Staff can maintain best work folders of student work if they so wish, but this is neither an expectation of the school or Ofsted. However, senior leaders will expect to see some form of the development of ideas and how topics move in a logical and progressive manner from one topic to another. It is perfectly acceptable to keep samples of work produced electronically within individual folders on the school's workspace on the Google drive.

### **Record-keeping and Reporting**

#### **Aims**

- To acknowledge pupil achievement both for day and ward pupils.
- To inform pupils and other stakeholders of their 'currently working at' and predicted GCSE grades on a six-termly basis.
- To improve and enhance pupil self esteem.
- To ensure pupil experiences and achievements are set in context and recorded on SIMs under the headings of Baseline, Achievement, Target for each learning opportunity where appropriate.
- To demonstrate progression, continuity and consistency.
- To enable teachers to discuss pupil progress, achievements and experiences with parents and other professionals.
- To confirm end-of-year and statutory end-of-key-stage assessments.

#### **Methods of Record-keeping and Reporting**

#### **Learner Records**

The school has standardised forms used for recording ward pupil progress. Individual pupil achievement is recorded for each learning opportunity using BTA on the schools SIMs database. Ward pupils are assessed through teacher observation, formal and informal discussions and pupil self-evaluation. Assessment for Learning (AfL) offers the opportunity for pupils to reflect on their own progress.

### **Six-termly Curriculum Assessments**

Pupils need to know current attainment and progress levels to instil a sense of purpose and set targets for entry requirements for post 16 courses and schools and 6<sup>th</sup> form colleges. To help this process, day pupils are assessed at six points throughout the year; once every half term. These assessments take place in all examined subjects and give an indication of a pupil's current GCSE grade. This information is then stored on the school database and enables staff to track pupil progress over time.

Subject targets are generated via CATs online. These are recorded in student planners at the beginning of the academic year and the students informed of their progress in each subject at 6 assessment points over the year. Progress and attainment reports are given to pupils by hand and posted to parents and carers every half term. Despite the unorthodox trajectory for the majority of our pupils, we use 3 levels of progress as a guide between the end of Ks2 and Ks4 in order to introduce a sense of expectation and challenge, in addition to providing pupils a sense of where they are in terms of achieving meaningful targets needed for access to post 16 courses after leaving the Royal Free. In the table below, this is broadly defined as Y11 Expected Progress and a Year 11 Stretch Target. We expect these predicted grades to be maintained throughout Ks4.

### Expected levels of Progress

Ks2	Ks3	Y11 Expected	Year 11 Stretch
6a	8b	9	9
6b	8c	9	9
6c	7a	9	9
5a	7b	8	9
5b	7c	7	8
5c	6a	6	7
4a	6b	5	6
4b	6c	4	5
4c	5a	3	4
3a	5b	2	3
3b	5c	2	3
3c	4a	1	2

- The vast majority of our pupils have extended periods of missing education; we therefore lack hard Ks2, Ks3 or FFT data on most, so base our targets on CATs on arrival with a reasonable degree of accuracy.
- Subject targets are recorded in student planners at the beginning of the academic year and the students informed of their progress in each subject at 6 assessment points over the year.
- Pastoral data generated by pupils and ECM data generated by staff is also collected termly and where relevant triangulated for diagnostic purposes to explain trends and patterns. We also find this information very useful for analysis and narrative during meetings.

### Annual Reviews of EHC Plans

This involves all professionals that work with the pupil under the guidance of the school's SENCO. Following the Annual Review meeting, the Headteacher completes a report for the Local Authority SENs Department. The final copy is filed and sent to parent(s)/carer(s), other interested parties.

### **Progress Report to Parent(s)/Carer(s)**

End-of-Term Reports are completed for all day pupils and any recurring or long-stay pupils who have attended the day school for a substantial part of the term. Copies are sent to parents, the pupil's mainstream school, and relevant representatives of the hospital medical team and outside agencies. An attainment report is sent to members of the day school to provide pupils with termly 'currently working at' predicted grades generated from both teacher assessment and standardised tests on a 6 termly basis.

This includes comments on progress in all subjects and current NC levels/grades in the core subjects. As appropriate, short-stay pupils' mainstream schools will be sent a short report or copy of the pupil's Curriculum and Assessment Record. A brief report is written for ward pupils who have attended the school for ten sessions or more. Copies are sent to the pupil's parents, home school and relevant representatives of the hospital medical team and outside agencies.

### **Progress Review days**

This is an important opportunity for parents and carers to discuss in person the end of term written progress report with tutors and teaching staff. This will happen at the end of each of the seasonal terms, Autumn, Spring, Summer. Pupils are expected to take responsibility and ownership of this meeting and use a WiKi Site format as a presentation scaffold during this meeting with tutor, parent or carer. Progress from starting points against national levels can be examined and strategies for moving forward can be discussed for each subject. Any fluctuations in learning over time are also discussed.

## **ROLES AND RESPONSIBILITIES**

### **Deputy Head teacher**

- To ensure the effective and rigorous implementation of the policy
- To monitor and evaluate the delivery and impact of the policy
- To provide appropriate support, training and resources for teaching staff
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

### **Curriculum Leaders/Teachers**

- To implement this policy by using assessment for learning and keeping records of pupils' progress and attainments.
- To liaise and work closely with other professionals to ensure a holistic view of a pupil's progress and achievements; academically, medically, emotionally and personally.

### **Teaching Assistants**

- To be aware of the principles of the policy and how they can contribute to it.

**Date reviewed: Feb 2022**

**Date of next review: Feb 2024**

**Date approved by the Governing Body: 24/02/22**