



Art 23: All pupils in Sperrinview have the right to lead a full and decent life with dignity and independence and to play an active part in the community (RRS team 2015)

Art 28: Every pupil in Sperrinview has the right to an education which will be differentiated to meet their individual needs (RRS team 2015)

Sperrinview Special School Assessing, Recording and Reporting Policy

Introduction

"It goes without saying that assessment goes hand-in-glove with the curriculum; but it is high quality formative assessment that goes to the very heart of good teaching."

Chair's Foreword to DfE's report:

Commission on Assessment without Levels (July 2015)

In Sperrinview School the purpose of assessment is to improve standards, not merely to measure them, and to move students on in their learning. Therefore assessment is both "of and for" learning

Our Aims and Purposes are:

- to enhance the self-confidence and the self-esteem of each pupil
- to encourage pupils to take a pride in their work and show that their work is valued
- to establish a baseline of each pupil's knowledge, skills and understanding
- to promote and extend each pupil's independence
- to confirm or modify teaching and learning strategies in order to increase their effectiveness
- to track pupil progress
- to provide information for others, including;
 - Parents* - to inform parents about progress/concerns, in order to involve them in the teaching process
 - Other teachers* - to inform so as to assist with planning
 - Other therapists* - to inform so as to assist with planning
 - Other agencies* - eg. CCEA, EA Southern Region, DE - to provide evidence of attainment

Forms of Assessment. How do we assess?

Assessment takes many forms. It includes:

- Formative assessment, which is also known as Assessment *for* Learning, is a continuous process
- Diagnostic assessment which seeks to discover the nature of a child's difficulties
- Summative assessment which is also known as Assessment *of* Learning, sums up what has been learned.

Assessment Arrangements

We employ a range of assessment strategies in Sperrinview Special School. These include;

- Formative Assessment

- Baseline Assessment

- Teacher observation

- Discussion/communicating with each pupil

- Written samples of work produced by a pupil

- Consultations with parents to monitor progress and achievements

- Specific tasks set by each teacher written within Individual Education Plans [IEPs]

- Videos and photographs are produced to show what has been achieved by individuals or groups of pupils

- Diagnostic Assessment

- Specific Diagnostic tests used include;

- PEP-3: Psychoeducational Profile - Revised

- T-TAP: TEACCH-Transition Assessment Profile

- Summative Assessment

- Awards and qualifications from accredited bodies

- Record of Achievement;

This is presented to a pupil at the end of Key Stage 2. This process is then repeated and the completed Record of Achievement plus a scrapbook entitled "Down Memory Lane" is presented to each pupil when leaving school at age 19.

Our Record of Achievement for each pupil includes;

- Samples of pupil's written work and art work.
 - Awards and certificates.
 - Photographs of achievements/involvement in activities.
 - Parent/Teacher comments

Recording

Each teacher keeps a **General Class File [Purple]** and a **Pupil File [Red]**.

The **General Class File** consists of;

1. Whole school list
2. Class list— names and addresses
3. Pen Portraits and ICE sheets (4)
4. Class timetables
5. Environmental Visit List
6. Therapy timetables
7. General timetables
8. Planners
9. IEPs
10. AfL in this classroom

11. Classroom routines
12. Prayers and hymns used in class
13. Transport list
14. Drivers' mobile numbers
15. Class mobile numbers

The **Pupil File [Red]** consists of;

1. Objectives from Statement of SEN
2. Personal Information Form/Data Collection
Parental Permission Form
3. Pen Portrait,/Behaviour Programmes/Concern Forms (CP1,2,3)
4. Medical Forms/Medical Care Plans/Intimate Care Plans
5. Current IEPs/Programme
6. Assessment Records eg
 - Transferring of Info Booklet
 - Baseline Assessments
 - Q Skills/QUEST Documentation
 - Observations
 - Work Evidence
 - Sensory Hotspots
7. Annual Reports
8. Parent/Teacher Meetings/telephone contact
9. Annual Review Forms
10. Non-academic achievements
Copies of awards for outstanding achievements

In a Pupil's C2K Folders

A folder for each year containing:

- 6-8 quality annotated photos of pupil involved in activities
- 2 photos of pupil's work and 2 of pupil's art

Reporting

Our reporting in Sperrinview Special School includes;

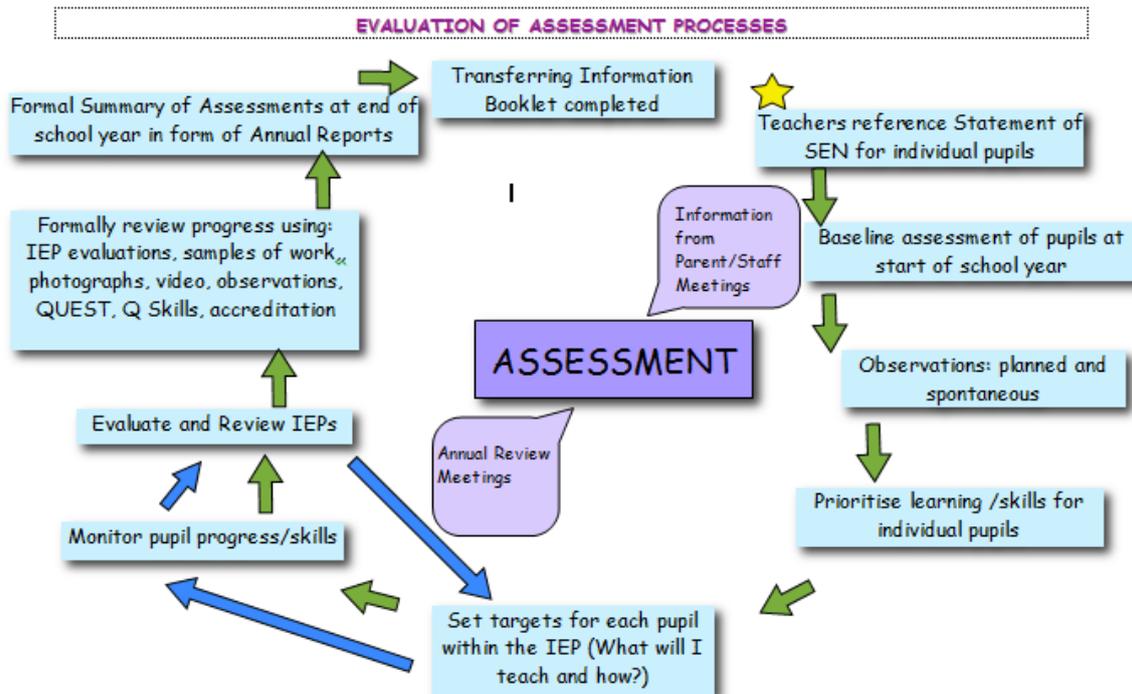
- Interviews with parents in Term 1 of each year [includes consultation on IEP targets].
- Annual Reviews held in Term 2.
- An annual written report issued to parents in Term 3.
- Celebration Events in Term 3.

Roles

All teachers have a responsibility in this area. The Principal has overall responsibility for the implementation of this policy.

The Assessment Cycle

Learning, teaching and assessment should be viewed as a continuous cycle, where assessment plays an integral part in informing teaching and learning and in providing evidence of progress made and outcomes achieved.



- Assessment judgements should be moderated
- The purpose of any assessment process should be clear
- Results should be understandable for all concerned

Monitoring and Evaluation

The Assessment policy will be monitored and evaluated on an ongoing basis through consultation with pupils, staff and parents.

Review

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

Signed: _____ Date: _____