

Sperrinview Special School

Records of Achievement Policy

Rationale

Maintaining a Record of Achievement is a means of recording pupil progress and achievement. From this legal requirement there has developed a culture of celebrating success within and beyond the school

Aims

In school Records of Achievement are maintained to:

- enhance the self-confidence and self-esteem of each pupil
- encourage pupils to take a pride in their work
- encourage pupils to realise that their work is valued
- promote and extend each pupil's independence
- provide information for others, eg parents, teachers, staff, other agencies
- compile formative documents for each pupil
- compile and present summative documents at the end of Key Stages 2 and when the pupil leaves school.

Organisation

Time is set aside each week for

- pupils to work on their Record of Achievement
- teachers and classroom staff to update records
- teachers to meet with other professionals.

Formative Documents

These are stored in the **Pupil Profile**, which consists of:

A **Red File** containing

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 Pupils' 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

Photographs and video footage are excellent methods of recording progress and achievement, as many of our pupils are unable to understand written text. The former is well developed, and staff are now using video evidence more extensively.

Parents are regularly encouraged through home/school diaries, telephone contact, meetings with the bus/taxi escort and at parent/teacher meetings, to share details of non-academic achievement. Coffee mornings, the Christmas Show etc, despite the informality, often lead to the exchange of important information.

Summative Documents

The class teacher compiles the summative document after consultation with the pupil, parents and other professionals.

Classroom assistants play an integral part in assisting pupils choose, record and collate items to be included, eg helping type captions to accompany photographic evidence.

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

The KS 2 documents are presented to pupils at a celebration event/special end of year event to which parents are invited.

When pupils move from class to class they take with them their Pupil Profile and their summative document, if appropriate.

At the School Leavers' Party, to which family members are also invited, the pupil receives his/her final summative document. At this time pupils are also presented with a photographic record of their time in Sperrinview entitled "Down Memory Lane".

Pupils leave school at the end of the year in which their nineteenth birthday falls. Consequently Leavers' Parties and presentations of the above are held at the end of June each year.

Roles

Class teachers have responsibility for ensuring that each pupil has an up-to-date formative document. This is achieved through co-operation between pupils, parents (out of school achievements) and classroom staff.

Where appropriate other professionals are encouraged to be active in the formative process through regular feedback to the class teacher. This may be done verbally, through a written report or providing photographic or video evidence. Professionals involved in this way include classroom assistants, therapists, work experience employers and FE College tutors and others.

The class teachers of pupils at the end of Key Stages 2 and school leavers are responsible for compiling the summative document after consultation with pupils, parents and other professionals.

Ms Ruth Walker is the co-ordinator for this area. Her duties include:

- liaising with all staff and other agencies eg employers, FE College
- raising awareness of all staff, pupils, governors, parents and employers
- examining, with others, the internal system of recording and reporting of pupil progress and achievement
- leading the evaluation process
- encouraging staff to create opportunities for pupils to acquire skills of self-assessment
- helping discover and develop interests with a view to making informed choices about post-school opportunities
- serving on steering committee with principal to facilitate development
- setting clear objectives and indicating where changes are necessary
- identifying constraints and devising ways of minimising them
- ensuring that adequate time is allocated in the classroom for Record of Achievement issues.

The Principal has overall responsibility for ensuring the implementation of this policy.

External Support

CCEA documentation and personnel

Staff Development

Staff are given guidance by:

- CCEA documentation and personnel
- The principal and co-ordinator through
 - [a] informal discussion
 - [b] time allocated at weekly staff meetings as and when issues pertaining to Records of Achievement arise
- Staff colleagues who have pupils of similar ability

Resources

Computers and Software

Cameras - video and still

Record Of Achievement folders

Record Of Achievement Resource Book

CCEA Documentation

Monitoring and Evaluation.

The policy is monitored through

- Staff discussion
- Random Sampling of formative document
- Production of summative documents

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: _____