



Planning, Assessment, Recording, Reporting & Achievement Policy

Rationale

Reviewed by	Review date
Katy Wadsworth 1/9/25	Sept 26

- **Assessment** is the process by which pupils, parents/carers, teachers and assistants gain an insight into learning. It is integral to both teaching and learning.

Assessment provides the basis:

- for acknowledging achievement (academic and personal)
- for planning for learning
- for recording experience, developing knowledge and skills
- for reporting for a range of purposes and to different audiences e.g. to parents, to governors and to the local authority.

- **Recording** is the means by which teachers and assistants identify and keep information about learning.

Through the planned use of recording systems, information about pupils' achievements is noted and retained.

- **Reporting** is process of providing information about pupils' learning and achievements to a range of audiences.

Aims

- To help **pupils** to:
 - recognise and take pride in their own achievements,
 - recognise areas and skills that need to be strengthened,
 - become involved in planning their own future learning, - record their own achievements and share these with others.
- To help **teachers** to:
 - have a knowledge of each pupil's particular abilities, skills and understanding, - plan future learning targets for individual pupils and groups.
 - plan future teaching through evaluation of materials, resources and strategies.
- To help the **school** to:
 - provide continuity and progression within school, to home and beyond. - evaluate effectively whole school curriculum planning and practice, - meet statutory requirements.
 - provide value added data.
 - contribute to effective transitions.

- To help **parents/carers** to:
 - know how their child is doing,
 - be aware of how best to help and encourage at home, - participate in celebration of achievements.

ASSESSMENT

- Evidence for Learning is a tool used throughout the school to evidence a pupils learning journey. It is used to track pupil's progress in both subject and non-subject specific areas. Assessments are made continuously by teachers and data is collated at the end of each term.
- Assessment focuses on learning processes as well as outcomes.
- Statutory assessments and reporting attainment is completed in each key stage, where applicable to the ability of the pupils.
- Assessments of reading are ongoing and our own reading pathways are used.
- Externally accredited courses are run across KS4 and Post 16. These offer staff opportunities to validate their assessments through moderation procedures as well as providing nationally recognised data.
- Students in Post 16 are assessed using externally accredited programmes including Personal and Social Development Award and Personal Progress Staff use a school designed system for recording other achievements, which reflect the curriculum focus of independence, employability and social skills. E.g. independent travel skills and work experience.
- Other professionals (e.g. speech and language therapist) make assessments which form part of the whole profile of a pupil.
- Pupils who transfer to Park Lane from other schools are assessed during their first term here to identify levels of attainment. They are baselined on Evidence for Learning.

RECORDING

- **Main files:** Kept in the main office filing cabinets and maintained by office staff. Include medical records, care plans, correspondence and essential information sheets.
Assessment files: Kept centrally. Include statement of special educational needs or Education, Health and Care Plans, annual reviews, standardised assessment results and individual learning plans. (Care plans contain information about the needs of individual pupils including medication, intimate care etc. These have been amended to include targets in some aspects such as behaviour and self-help skills.)
- Evidence for Learning is an online system which teachers use to record attainments and progress of pupils using our own tailor made assessment system. The data can be presented in a range of formats according to purpose.
- **Home-school books/Emails:** These books/digital logs form a record of communication.
- **Photographic records:** During each pupil's school career photographic evidence of their achievements in relation to a variety of curricular and extra-curricular activities is gathered using Evidence for Learning. Learning Journeys are shared at each annual review which are a collation of these photographic assessments.

REPORTING

- All pupils have an Annual Review to which parents are invited. Pupil progress and attainment is shared in the report.
- Parents Evenings are held where parents and carers have the opportunity to meet class staff to discuss their child's progress and attainment.
- All pupils have Statements of Special Educational Needs or Education, Health and Care

Plans and there is a legal obligation for these to be reviewed annually.

- Park Lane School has an 'Open-Door' policy whereby parents/carers are welcomed in school or can telephone in with queries. The home-school books offer opportunities for regular communication.
- Results are reported to the Local Authority and Department of Education when requested and are in line with statutory requirements.
- Evidence for Learning is used by the school to collect and analyse Data for a number of whole school purposes including target setting, Value added summaries, predicted levels/anticipated progress.

