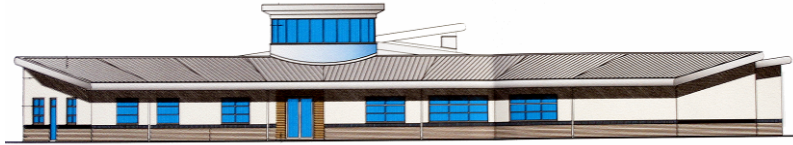


WINDLESTONE SCHOOL



ASSESSMENT, RECORDING, REPORTING, & REVIEWING

POLICY INTO PRACTICE



ASSESSMENT, RECORDING, REPORTING & REVIEWING

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POLICY

PREFACE

This policy and practice document describes school policy and practice in assessment, recording, reporting, and reviewing. Most of it reflects established practice at the school. Some of it reflects practice that had been abandoned but has been re-established. Some of it reflects practice introduced over the past three years. Some of it is new. All of it has been informed from a plethora of sources including:

- Education Acts and their Regulations and Orders including the Code of Practice,
- Department Circulars,
- QCA publications
- LEA advice, and
- the literature.

This policy and practice should be read in conjunction with all other school policies but in particular its:

- Curriculum Statement,
- Special Educational Needs Policy and Practice,
- Case Coordinating Policy and Practice,
- Baseline Assessment Policy and Practice, and
- Teaching and Learning Policy and Practice.

INTRODUCTION

Although the National Curriculum gave renewed importance to an entitlement curriculum it also emphasised the quality of learning and the necessity for assessment, as both an indicator of effective learning, and as a fundamental to differentiated teaching for individual progression. Assessment of learning is important too, when judging the efficacy of methods of working with students.

At Windlestone the assessment process, encompassing the collection and interpretation of evidence, recording, reporting and reviewing, is regarded as the process by which staff acquire a full understanding of learning, both within and outside the classroom. It is axiomatic that the teaching process the staff group is engaged in is inextricably linked to the assessment process. It is the process by which a rounded picture of students at the school can be gained.

The past difficulties within National Curriculum assessment at the end of the Key Stages reflect the difficulty in attempting to reconcile the formative with the summative. The former is the means by which teachers gain insight into learning and the growth and development of students, and the latter is based upon a need for reliable and comparable measures for large numbers of students in schools throughout LEAs and across the country. Within the terminology of the Educational Reform Act 1988 achievement and attainment describe the formative and summative processes respectively.

The principle resolution adopted at Windlestone to the competing directions of assessment is the considered use of the formative and summative processes within ROAs, IEPs, Annual Review Reports, and Termly Reports. The maintenance and refinement of these processes gives focus to recording, and guides approaches to reporting throughout the school across all subjects, and Supporting and Promoting Students' Enjoyment, Achievement, Participation, and Economic Well-Being. 3

acknowledges a range of achievement over and beyond that described by the formal curriculum. Moreover the formative and summative processes implicit to Recording Achievement, and IEPs, which involve the student in their creation, provide for more active student participation in learning and the assessment of learning.

It is fundamental to the assessment process promoted at Windlestone that:

- the method of assessment is matched to the type of learning;
- students themselves are involved in the process, understand the goals they are pursuing and the criteria that will be applied in assessing their work;
- continuity of learning is achieved;
- information about progress is communicated to students, parents/carers, teachers and other users;
- students are enabled to recognise and reflect upon their achievement; and
- Baseline Assessment data is used to inform IEPs, teaching strategies, and knowledge on how students learn.

The school acknowledges the requirement for validity and external reference and understands the tension caused by students' involvement in their own assessment, and the emphasis on positive achievement. It acknowledges and accepts too the obligatory nature of the procedures prescribed in the Education Acts and their subsequent statutory orders, circulars, and the Code of Practice.

The school will fulfill its requirements to:

- baseline assessing all students on entry,
- reviewing the special needs of students,
- providing information to parents/carers about the achievements of their sons,
- providing sufficient data about the attainments of all students at the school to the LEA and other relevant bodies, and
- maintaining records to ensure continuity and progression.

SCOPE

This policy statement refers to all assessment, recording, reporting and reviewing practices at Windlestone Hall School.

DEFINITION

This policy statement describes school policy and practice on the inter-related aspects of assessment, recording, reporting and reviewing. It establishes an unambiguous framework to secure consistent school practice.

Although assessment, recording, reporting and reviewing are part of the same cycle they are distinct and different entities. Assessment involves the collection of evidence, which produces the necessary information upon which judgments are made. Record keeping is the documented evidence kept by school staff to illustrate a student's learning. This data informs and is therefore part of the assessment process. Reporting is the formal presentation of a student's assessment that details the student's experiences and achievements over a given period of time to a particular audience. Reviewing is the continuous process of planning and evaluating and the reconsidering plans for the student.

A student produces a whole range of evidence as s/he engages in learning activities. This evidence has to be interpreted by staff to help them understand what the student knows, understands, and can do. In this context it is important to state clearly the steps involved in collecting, interpreting, and recording evidence, and subsequently reporting on it.

Collecting - the raw evidence in staff plans, notes and the outcomes of a student's work

Interpreting - judgments supported by evidence selected from the raw data

Recording - summaries of evidence of the judgments made from raw data

Reporting - summative reporting

Reviewing - evaluating and planning

RATIONALE

The school perceives the curriculum as the range of opportunities, which students experience as preparation for life beyond school. It believes that the outcomes of the assessment process provide crucial information on which to evaluate the curriculum at school, classroom and student levels.

The school holds the view that students', and parents'/carers' confidence in Windlestone is increased if they are involved in the assessment process and receive clear information about it. The school believes that this necessitates students' entitlement to have their achievement, skills, abilities and progress across the whole curriculum recognised.

PRINCIPLES

At Windlestone the clear connection between the assessment, recording, reporting and reviewing of student experience and progress is enshrined in the following principles:

- the assessment process is most easily managed if it is derived from everyday practice;
- the development of skills and concepts, and the acquisition of knowledge and attitudes across the whole school curriculum is based upon continuous and accumulative assessment, including baseline assessment, and recording allowing vital connections to be made between past, present and future work, and the transfer of learning;
- assessment, recording, reporting and reviewing techniques should be fair, objective, match teaching and learning experiences, and be free of stereotyping, generalization and bias;

- students', parents'/carers', and users' confidence in the school is increased if they are involved in the assessment, recording, reporting and reviewing process, and are informed of it;
- the value of records and reports is determined by the quality of learning and assessment procedures;
- self-assessment and peer assessment are as valuable in the recognition of needs, the celebration of success, and the motivation of students as that resulting from the interaction between staff and students;
- the assessment process provides vital information upon which to review and evaluate the whole curriculum, teaching and learning styles, and value added;
- assessment matched to the revision of schemes of work and lesson preparation ensures educational continuity and progression as students move from class to class, from Key Stage to Key Stage, from Windlestone to other schools and from Windlestone to beyond school; and
- an agreed approach to marking, sharing criteria, commentary and grades or marks is important to the process.

EVALUATION AND REVIEW

This policy and practice document will be regularly evaluated and reviewed, and the process used to ascertain the need for professional development and the planning of future developments.

P M Jonson, DW Gegory, S Teesdale
2002

Latest revision March 2006

ASSESSMENT

AIMS

The school supports the view that assessment serves the following purposes:

DIAGNOSTIC	determining what knowledge and skills students already possess, thus helping to identify particular strengths and weaknesses
FORMATIVE	forming a basis for teachers to make appropriate judgments as to suitable future learning experiences in response to students' needs
SUMMATIVE	assisting in summarising the progress and attainment of students in a positive manner i.e. describing that which is known and understood, and what skills and attitudes are possessed
EVALUATIVE	assisting in the evaluation of schemes of work, teaching techniques, learning styles, the supply and deployment of resources, and the extent of value added to student achievement
OBLIGATORY	compliance with statutory requirement associated with the major Education Acts, their orders, and subsequent Department circulars
MOTIVATIONAL	assisting, because of student involvement in the process of assessment, in increasing the ownership of education by students

and recognises that needs are on a continuum, and may change over time.

REQUIREMENTS

All schemes of work, half-termly plans, lesson planning, and IEPs must incorporate assessment strategies based upon the previous principles and aims. The school acknowledges these will be at varying levels of precision from the detailed strategies within schemes of work, to the annotation of assessment opportunities and potential availability of forms of evidence in lesson planning.

The school advocates assessment strategies, which establish a systematic approach to the collection and interpretation of evidence obtained by a variety of methods from a range of sources, as well as class work, and disseminated to all involved with the student, which embrace:

- collecting, noting, and interpreting evidence from feeder schools,
- noting and interpreting evidence from the statementing process,
- baseline assessment,
- observing students' behaviour, activities and work,
- listening to, discussing with, and questioning students,
- setting practical problem solving tasks of an individual and group nature,

- employing both normative and criterion reference testing to support ipsative assessment,
- developing assessment tasks,
- using Standard Assessment Tasks,
- using GCSE and other public examinations, including SATs from previous years, and
- moderating both within school and between schools, where necessary, so as to ensure objectivity, consistency and reliability.

When students are admitted to school, staff should:

- use information from the student's feeder school to provide starting points for the development of an appropriate curriculum for the student;
- identify and focus attention on the student's skills and highlight areas for early action to support the student within the class;
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents/carers about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the student's learning;
- ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised;
- involve the student in planning and agreeing targets to meet his/her needs; and
- involve parents/carers in developing and implementing a joint learning approach at home and in school.

The SENCO is responsible for establishing the first IEP of new students admitted to the school.

IMPLEMENTATION

MANAGING ASSESSMENT

Assessment is most easily managed if it is derived from everyday practice. Staff will need to actively promote an assessment climate in which:

- the collection and interpretation of evidence is an integral part of teaching and is as such curriculum based;
- resources are carefully organised and deployed within the classroom/learning environment;
- students are encouraged towards independence thus allowing staff time to be particularly involved with a student or smaller group of students, and students acknowledge and respect the right of other students to individual attention;

- a variety of activities occurring simultaneously is a regular feature of teaching practice;
- appropriate use is made of supporting adults; and
- students are regularly involved in the assessment process within class, and at IEP review and monitoring meetings.

PLANNING FOR ASSESSMENT

In planning schemes of work, half-termly plans, lesson planning and IEPs and subsequent assessment opportunities it will be important for staff to clarify:

- the knowledge, skill or behaviour that is to be assessed;
- the reason the learning is to be assessed;
- the appearance of the learning in the classroom or other environment;
- the nature of the activity that will evidence that students have learned that which is being assessed;
- whether all or just some of the students are to be assessed; and
- how the information gained will be recorded and used.

APPROPRIATE ASSESSMENT TECHNIQUES

A range of assessment techniques is available. Methods chosen should match the learning objectives and should be understood by students. Method and possible context include:

Observing	watching students engaged in an activity e.g. drama, PE, practical science, mathematics, or playing games
Listening	to students speaking/listening e.g. group discussion, reading aloud
Discussing	drawing out ideas and understanding e.g. reflecting on poems or stories, or discussion issues
Questioning	discovering if learners have comprehended concepts or remembered facts or instructions
Evaluating	samples of students work e.g. pictures, models, technological artifacts, results of experiments
Reading	samples of students written work e.g. stories, poems, notes, calculations, reports, drafts, and final copy
Reflecting	upon that which has taken place after a lesson or activity e.g. making notes, revising plans
Conferencing	discussing with students how they could develop/improve their work and collating their own judgments about their work

Interpreting standardised tests results and assessment tasks

EVALUATING EVIDENCE....WHEN IS LEARNING SECURE?

Learning ought normally to be considered secure when a student is either working at a higher level or the learning generalises to a different context. Staff at Windlestone, however, will need to recognise the problem of coping with students who subsequently do not perform at a previously assessed level. At Windlestone this is likely to be a feature of student performance where a range of extraneous factors often influences achievement. Staff will need to:

- seek to obtain more evidence e.g. by conferencing with the student;
- plan to revisit the learning; and
- ensure that the evidence of student achievement being evaluated is untainted by extraneous factors.

Within the context of the National Curriculum and particularly Statements of Attainments increasing teacher experience and discussion with colleagues will result in improved security of judgements.

WHO COLLECTS EVIDENCE?

At Windlestone the involvement of students in the assessment process is regarded as a means of improving student motivation. Students' reflections on their learning experiences, their self-assessments and their contribution to subject portfolios are important ways of students collecting evidence of their achievement.

Evidence of achievement may be collected by any of the following people:

- teachers,
- learning and students support assistants,
- external examiners e.g. GCSE moderators, and
- external adults e.g. educational psychologists, learning support teachers.

KEEPING EVIDENCE

Evidence collection, and portfolio building enhances the validity of staff assessment and helps inform the future planning of teaching and learning activities. This evidence might include:

- teacher notes of observations made in lessons
- students' comments made during discussions with teachers, learning and student support assistants
- students' self assessment comments

- the comments of parents/carers
- samples of students work

The school provides filing systems to facilitate the storage of classroom based evidence within each classroom. It provides a facility within casework for storing other evidence of learning.

RECORDING

AIMS

Recording information in respect of student achievement and progress is only a part of the assessment process. It is not an end in itself. Records can serve a variety of purposes. At Windlestone the aim of recording is to:

- show attainment within the National Curriculum and other subjects;
- meet the need for communication amongst staff, students, parents/carers and other involved agencies;
- provide a rounded view of individual student experience and achievements in all aspects of school activity;
- provide a sound basis for the summative recording of achievement, annual review reports, termly reports, and National Records of Achievement;
- aid continuity and progression between classes, Key Stages, schools, and life beyond school;
- assist in the monitoring of provision and helps evaluate and review schemes of work, and other learning opportunities which contribute to the whole curriculum; and
- focus upon learning targets for the future, as well as retrospectively recording that which has been learned.

REQUIREMENTS

The record systems are intended to reflect the range of student achievement. Records need to be clear, systematically updated, consistent, valued and manageable. The school requires staff to maintain records, which include:

- curriculum planning, including half-termly planning and lesson planning,
- casework
- records of achievement
- Progress Files

The school also requires staff to make and maintain records on individual students, which include:

- matrices detailing coverage and attainment in National Curriculum subjects, and
- annotated subject portfolios covering the range of student achievement in each subject.

IMPLEMENTATION

CURRICULUM DOCUMENTATION

Teachers responsible for specific subjects should prepare in consultation with Teaching and Learning Leaders and the Deputy Headteacher schemes of work for National Curriculum and other subjects. These should reflect the school's Curriculum Statement, and current professional practice.

These schemes of work should be monitored and evaluated and reflect changes within the National Curriculum. Schemes should be formally reviewed annually. The Deputy Headteacher should oversee the review and agree subsequent amendments.

Schemes of work should include sections on:

1: The Context of the subject nationally and at Windlestone School

- the subject's context within the National Curriculum, and at Windlestone School
- a definition of the subject
- the rationale for teaching the subject
- allocation of time for teaching in timetable
- rooms and facilities available and their purpose
- resources available, including ICT hardware and software

2: Aims & Objectives

3: Teaching, Learning and Assessment

4: Key Issues

- Equality of Opportunity
- Health, Safety & Welfare
- Special Educational Needs

5: Key Skills

- Literacy
- Numeracy
- ICT

6: Cross Curriculum Themes

- Emotional literacy
- Enterprise & Entrepreneurial Skills
- Citizenship
- Spiritual, Moral, Social and Cultural Development
- Healthy Lifestyles
- French

7: Educational Visits

The content within schemes of work should be based on the school proforma, which describes:

- the duration of the unit of work
- learning objectives
- learning activities
- resources
- evidence and assessment
- links to cross curricular themes
- key Skills

The scheme of work plans provides a summary of teachers' plans for the period. They make subsequent lesson planning easier. They are important to the management of staff absence and allow continuity to be maintained.

LESSON PLANNING

All lessons should have documented evidence of planning which relates to the curriculum. Planning can be of three types:

- series planning - covering a period in excess of one week,
- lesson planning - covering planning for a single lesson for a particular class or classes, or
- weekly planning for individual students - covering a number of lessons in the same subject in a week.

Lesson planning which covers a number of lessons will need to be considerably more detailed than that for single lessons. All planning should, however, detail reference to the scheme of work or programme of study, objectives, teaching and learning styles, differentiation for individual students, assessment opportunities and evidence, and resources.

Lesson planning of all types must be recorded on the agreed school format, examples of which are within the Appendix.

RECORDS OF ACHIEVEMENT

The school is committed to the process that involves staff and students assessing and recording student achievement across the range of curricular and extra-curricular areas, using a variety of assessment strategies. The resultant partnership enables a rounded picture of the student to be recorded. The process encompasses a formative process, which assists teaching both within and outside the classroom as well as a summative statement.

A key strategy within the schools' ROA is the dialogue between staff member and student. This may involve reviewing, which is often a dialogue with a specific curriculum focus, or conferencing in which the dialogue is more open ended and frequently it is the student who takes the initiative.

The formative process and summative record enshrined within ROA is highly considered at the school because it encompasses:

- interaction between student and staff,
- all students at whatever level of attainment,
- involving students in regular discussion with staff about their achievement and performances,
- the development of student skills in self-assessment and recording,
- the encouragement in students of greater responsibility for their learning, and
- a concentration on the positive aspects of student ability, experience, achievement and personal qualities.

Curriculum Records of Achievement (ROA 1) are used to inform the Award System and Termly Reporting to parents/carers. ROA 1 describes:

- subjects studied,
- key skills targets,
- an assessment of presentation, behaviour, and progress in each subject,
- an assessment of attainment for each National Curriculum subject,

and are completed termly.

To ease management there are class ROAs for each subject. A copy of Curriculum records of Achievement (ROA 1) and the class ROA 1 is included in the Appendix.

Questionnaire, Achievements and Experiences (ROA 3) completes the schools' Record of Achievement scheme. Staff support students in completing it. ROA 3 is completed annually and is appended to the Annual Report. A copy of ROA 3 is included in the Appendix.

STUDENT PROGRESS FILES

The National Curriculum led to a proliferation of recording mechanisms. Such methods are either very time consuming because of the detail they demand or are limited to providing no more than a record of attainment.

At Windlestone an approach to recording progress annually in a range of dimensions including National Curriculum levels has been developed. National curriculum levels are supported by portfolio evidence. The school believes its one page record covering a range of dimensions provides an easily managed record of an individual student's progress.


PORTFOLIOS

Teachers should select a range of students' work for a subject portfolio.

Portfolios of students' work provide strong evidence of achievement and of the quality and range of work over a period of time. Portfolio evidence is likely to be most useful if it includes something about the process as well as the product. It is also important to include some indication of the learning context with the outcome. All work within a portfolio should be annotated with a portfolio slip.

Although random sampling or structured sampling (taking samples of good, middling and poor work) would be an approach to evidencing, at Windlestone sampling the best work is preferred, reflecting students' achievements rather than failures.

It is important also to take into consideration the range of curriculum coverage and the relationship to National Curriculum Attainment Targets. SATs in the core subjects only measure achievement against a sample of statements of attainment. Teacher assessment should provide data against all attainment targets, but not necessarily all statements of attainment for every student. The evidence base should however be a large enough sample to demonstrate the basis for teacher judgement.

WINDLESTONE HALL SCHOOL			
PORTFOLIO SLIP			
STUDENT:.....		DATE:.....	
CONTEXT	Teacher	initiated	Solitary
	Student		Pair
		Group	work
		Aural	work
		Written	work
		Artifact	
DESCRIPTION OF ACTIVITY, including the nature of any support			
SUBJECT:			
ATTAINMENT TARGET No.:			
LEVEL OF ATTAINMENT: P , or 1 2 3 4 5 6 7 8 a b c (please circle)			
TEACHER(S) SIGNATURE(S).....			

Portfolios could include:

- drawing and pictures

- calculations
- written work
- project reports
- artifacts
- examination papers
- tests
- photographs or videos
- self evaluations
- work sheets
- questionnaires
- graphs, tables or diagrams
- computer data files

Work within a portfolio should normally be kept for at least one year. The compilation of a portfolio is ongoing.

REPORTING

AIMS

The school is committed to a system of reporting, which:

- describes clearly, effectively and constructively achievement and attainment;
- helps students recognise achievement, identify personal targets, and take greater responsibility for their own learning;
- provides a focus for conferencing by staff and students;
- helps parents and carers celebrate achievement, facilitates discussion with professionals about their sons or daughters progress;
- helps the school and its staff to judge the efficacy of their efforts to help students reach their potential;
- helps governors and the wider educational community celebrate achievement and evaluate the quality of service the school is providing;
- provides summative information for progression to other schools;
- encompasses Progress Files which students take with them into post 16 education, training, or into employment; and
- fulfils its statutory obligations.

REQUIREMENTS

The school is required to provide an annual written report to parents/carers on each student's achievement. However, the school perceives annual reporting as being a small part of a much broader relationship between it and its stakeholders. Much reporting takes place orally between parents and carers a range the range of school staff. This type of exchange is frequent and occurs throughout the school year. Indeed annual written reports are presented at review so as to maintain the practice of exchange of information.

In addition to annual reporting the school is committed to:

- termly reporting,
- reporting as a supplement to annual reporting, at the end of Key Stage 3 & 4,
- reporting to schools to which Windlestone students transfer, and
- reporting within the structure of Progress Files.

IMPLEMENTATION

ANNUAL REPORTS

The school has determined that its annual reports will be timed to coincide with the annual review of the SEN Statement. The annual report includes a comprehensive written educational report by the teacher tutor including;

- a summary of the student's SEN
- academic functioning detailing the student's
 - strengths
 - weaknesses
- paragraphs on:
 - sensori-motor
 - health issues which impact on learning
 - eyesight, and any use of glasses
 - hearing
 - motor skills
 - dyspraxia
 - ADHD
 - other conditions
 - use of language
 - perception and memory
 - cognition
 - student peer interactions
 - student teacher interactions
 - conformity, acceptance of expectations
 - task orientation, application
 - progress, particularly against the IEP
- curriculum skills
- behavioural characteristics which impact on learning
 - specific behavioural characteristic
- identification of new SEN objectives
- response to residence written by the Head of Care
- response to the extended day written by the Head of Student Support
- an analysis of attendance by the Headteacher
- subject reports by teachers briefly describing
 - National Curriculum Attainment levels fractionated into 3 sub-levels
 - Programmes of Study
 - Achievement
 - How learning can be developed

Good reporting should provide information about progress, achievements and experiences, identify strengths and deficits, suggest future priorities and targets, be objective, and be jargon free.

Annual Reports have a number of contributors and each member of staff responsible for making a contribution should let the Administrative Assistant have it four whole weeks before the date of the review. Contributions may be in hard copy or on disc. Contributions on disc should be in "Arial 10". This time-scale allows everyone invited to a review to have had sight of the Annual Report beforehand.

A pro-forma exists to support teachers writing their reports. A comment bank exists for "curriculum skills". Both are included within the appendix.

ROA 3, Student's Questionnaire, Achievements and Experiences completes the school-based reporting.

All parents/carers are asked to complete a questionnaire also. A copy of the questionnaire is included in the Appendix. Case Coordinators should seek to gain its return.

TERMLY REPORTS

The Termly Report is a one page summary of student progress for parents and carers. It reports in an annotated manner on:

- presentation, behaviour, literacy, numeracy, and progress in all lessons
- attainment in National Curriculum subjects
- the number of commendations received, and the level of any Award
- attendance
- the number of occasions physical controls have had to be used
- mark sheet levels gained each week over the term
- the number of "work of the week" awards gained
- the number of "mentions" gained
- the number of "hatfuls of mentions" gained

The class ROA 1 provides all the information needed from teachers necessary for termly reporting.

Termly reporting is directly linked to the end of term review of progress in each subject and behaviour, literacy and numeracy targets resulting in commendations and bronze, silver, gold and platinum awards. Termly reporting also reports on achievement outside the classroom. Extended day participation, attendance, weekly Mark Scheme levels, Work of the Week Awards, Mentions, and the frequency of the need for physical control use are also reported upon. Practice in reporting is simple, and easily administered.

Termly reports help to:

- increase students and parents/carers understanding about the criterion being used to assess work;
- enable students, parents/carers and school staff to have meaningful dialogue about progress;

- provide meaningful feedback to students and parents/carers to assist them in setting targets for future learning,
- ensure greater coherence for students across all areas in order to enhance their information and performance.

There are six dimensions to teacher assessment.

PRESENTATION

A judgement about the quality of the presentation of oral, written, or practical work is made. Judgements reflect the quality of oral responses, handwriting, layout, use of ICT to enhance presentation. This can include the making of an object and the preparation and presentation of experiments and investigations as well as written work. Judgements should also reflect the appropriateness of dress for purpose.

BEHAVIOUR TARGET

A judgement about a student's success in achieving his specific behavioural target in each curriculum subject is made.

LITERACY

A judgement about a student's success in achieving his specific literacy target in each curriculum subject is made.

NUMERACY

A judgement about a student's success in achieving his specific numeracy target in each curriculum subject is made.

PROGRESS

A judgement about how far an individual has moved towards achieving a higher level of knowledge, understanding or skill compared to his/her starting point is made. The judgement should be based upon teacher understanding of individual capabilities and be informed by the decision about whether individuals have achieved what could reasonably be expected of them.

NATIONAL CURRICULUM LEVELS

Teachers record the current National Curriculum Level at which the student is working. Levels are divided into three sub-levels:

- c, starting to work in the level,
- b, working well in the level, and
- a, understands most concepts within the level and ready to move to the next level.

To understand reporting users need to:

- understand the purposes of assessment,
- understand how assessment is structured,
- understand the meanings of grades, and

- be informed of their progress at regular intervals.

As a consequence the report contains a description of the measures of performance against agreed grades or levels for all dimensions.

Grades	5	very good
	4	good
	3	sound
	2	unsatisfactory
	1	poor

An overview of general progress is made by the student's Case Coordinator. This should include also comments on barriers to progress and means of alleviating them.

The Headteacher manages all aspects of Termly Reporting.

SUPPLEMENTARY REPORTING AT THE END OF KEY STAGE 3

The school is obligated to issue supplementary reports at the end of Key Stage 3. Supplementary reports detail the results of statutory assessments and also include comparative information about similarly aged students.

At Key Stage 3 supplementary reports detail the results of Statutory Assessment Tasks and teacher assessments of the students' level of attainment on the 8 point National Curriculum scale. It also includes data about other students so that comparisons can be made.

The Deputy Headteacher compiles the reports from school-based data and the results of SATs. The report will normally be sent to parents/carers before the last day of the summer term, but where the results of SATs are published later by the 30th of September in the same year.

REPORTING TO SCHOOLS STUDENTS TRANSFER TO

The school will comply with all regulations in respect of reporting to receiving schools. Within 15 days the Headteacher will forward the results of all statutory and teacher assessments in core subjects made at the end of key stages. The Headteacher will also forward the results of teacher assessments since the last statutory assessment, any public examination results including vocational qualifications and credits towards them, and any other relevant school based records.

PROGRESS FILES

The school uses progress files to report a range of student information and achievement including:

- personal details
- a personal statement of achievement and experiences
- qualifications gained
- a curriculum statement by teachers

This part is forwarded to students by September 30 of the leaving year with details of GCSE and other qualifications. These details include:

- subjects taken
- name of awarding body

- level and results
- date

The Deputy Headteacher is responsible with the student for collating information within the Progress Files.

REVIEWING

AIMS

The concept of reviewing at Windlestone concerns the process of planning for the needs of students, monitoring and evaluating progress, and reconsidering the plan. This process necessitates the gathering of information, discussing and evaluating the information and making decisions to amend planning as appropriate.

The school is committed to a system of reviewing, which:

- focuses upon progress made by the student;
- considers the effectiveness of past plans for students;
- corporately considers future action, and sets a range of targets;
- considers any changes to a student's Statement of SEN, including needs, objectives, and provision, and its maintenance; and
- considers the appropriateness of continued placement at the school.

REQUIREMENTS

All students admitted to the school, whether statemented or not, have their progress reviewed at a minimum of annual intervals. The school will convene all review meetings. The Case Co-ordinator is responsible for chairing the review. Invitees to the review must include students, parents or carers, teacher tutors, personal tutors, the educational psychologist or other LEA representative, school medical officer, and any involved field social worker or CAMHs worker.

At the student's Year 9 review representatives of Connexions and Social Services Department in respect of the 1986 Disabled Persons Act are also invited. This review, as will subsequent ones, considers Transition Planning. The Administrative Assistant in liaison with the Case Co-ordinator manages invitations to review meetings.

The written evidence of school based origins, submitted for consideration at review should include:

- annual reports,
- current IEPs, and
- Achievements and Experiences (ROA 3).

Written evidence is also sought from:

- parents/carers,
- the school medical officer,
- the educational psychologist,
- social services, and

- any other involved professional.

A pro-forma has been designed to aid parents/carers, a copy of which is included in the Appendix.

Written evidence will be made available to invitees to the review meeting a minimum of two weeks before the meeting to permit written comments on them to be received before the review meeting. In most cases this will necessitate posting reports, but for regular visitors to school this is not necessary. If parents/carers neither make written comments nor attend the review it should be recorded on the review summary sheets.

A comprehensive and accurate summary of the review collated by the Case Coordinator and processed by the Administrative Assistant should include:

- background data,
- a summary box for the LEA,
- recommendations to the LEA in respect of changes to the Statement,
- a summary of verbal professional views,
- a summary of verbal parent/carer views,
- a summary of verbal student views,
- a summary of targets,
- provision identified,
- audit banding,
- attendees, and

for year 9, 10, and 11 students a Transition Plan.

The summary should be recorded on the Statutory Annual Review Record Forms, a copy of which is in the Appendix. Statutory Annual Review Record Forms should be prepared within one week of the review.

IMPLEMENTATION

CHRONOLOGY

In July the Headteacher publishes an annual timetable for the dates reports are to be handed to the Administrative Assistant. He adds to it the dates reports are to be submitted for new admissions throughout the year.

The Case Coordinator sets the date and time of the review in liaison with parents/carers within the following framework:

- November/December Yr 11 students
- December /January Yr 10 students
- February/ March Yr 9 students
- April/May Yr 8 students
- May/June Yr 7 students

Case Coordinators should inform the Administrative Assistant to whom letters of invitation should be sent. Reports will accompany the letters of invitation.

In the week following a review the Review Summary Sheets should be prepared by the Administrative Assistant and proof read by the Case Coordinator. The SENCO is responsible for the final proof reading, and approval for distribution.

Within two weeks of the review having taken place the Administrative Assistant should distribute all review documentation to all invitees and the LEA.

PREPARATION FOR A REVIEW

Before the review is confirmed Case Coordinators in liaison with the Headteacher and SENCO should identify persons who should be invited to the review other than those required to attend.

The Case Coordinator is responsible for confirming with parents/carers the day, time and location of the review within the predetermined month of review, in sufficient time to allow invitees to be notified and reports distributed. Cancelled reviews should be rescheduled as soon as possible within the predetermined month of review.

Case Coordinators must ensure that they are fully conversant with all aspects of the student's case before the review. The preparation of a checklist or agenda of issues for discussion at the review is good practice. It will ensure no relevant issues are overlooked. The use of such a list or agenda should not exclude or inhibit the discussion of other issues that attendees at the review consider important.

Case Coordinators should consult the SENCO or the Headteacher if they have any difficulties.

The Headteacher should make him/herself available to attend any review s/he is requested to.

CONDUCT OF A REVIEW MEETING

Case Coordinators should ensure that the review:

- provides for the full participation of parents/carers and the fullest participation of students as is appropriate; and
- enables a structured, coordinated approach to the planning of targets for students to be an outcome.

The review meeting will normally take place at Windlestone, in an area of the school, which is quiet, and interruption free. Case Coordinators should:

- arrange for visitors to be met;
- arrange for refreshments to be available;
- consider carefully seating arrangements;
- welcome and introduce review participants;
- start the review on time;
- ensure that all attendees fully participate;
- ensure that oral reporting is jargon free;
- clarify issues and decisions by questioning, repetition, gaining confirmation and summary; and
- thank participants for their attendance.

Case Coordinators chairing reviews must ensure that the meeting addresses the following questions.

- What are the parents/carers views of the past years progress and their aspirations for the future?
- What are the students views of the past years progress and his/her aspirations for the future?
- What is the school view of the student's progress over the past year? What has been the student's progress towards meeting the overall objectives in the statement? What success has the student achieved in meeting the targets set?
- Have there been significant changes in the student's circumstances which affect his development and progress?
- Is the current provision, including the National Curriculum or arrangements substituted for it, appropriate to the student's needs?
- What educational targets should be adopted against which the student's educational progress will be assessed during the coming year and at the next review?
- Is any Transition Plan helping the students progress to adult life?
- Is any further action required, and if so by whom?
- Does the statement remain appropriate?
- Are any amendments to the statement required or should the LEA be recommended to cease to maintain it?
- Is there any new evidence, which is not recorded in the Statement?
- Are any of the needs in the Statement no longer relevant?
- Is there a need for a change of placement?

TRANSITION PLANS

Case Coordinators, chairing reviews of Year 9 students and their subsequent reviews must ensure that the Transition Plan raises the following questions.

The School

- What are the young person's curriculum needs during transition? How can the curriculum help the young person to play his or her part in the community; make use of leisure and recreational facilities; assume new roles in the family; develop new educational and vocational skills?

The Professionals

- How can they develop close working relationships with colleagues in other agencies to ensure effective and coherent plans for the young person in transition?
- Which new professionals need to be involved in planning for transition, for example occupational psychologists; a rehabilitation medicine specialist; occupational and other therapists?
- Does the young person have any health or welfare needs, which require planning and support from health and social services now or in the future?
- Are assessment arrangements for transition clear, relevant and shared between all agencies concerned?
- How can information best be transferred from students to adult services to ensure a smooth transitional arrangement?
- Where a young person requires a particular technological aid, do the arrangements for transition include appropriate training and arrangements for securing technological support?
- Is education after the age of 16 appropriate and if so, at school or at a college of further education?

The Family

- What do parents/carers expect of their son's adult life?
- What can they contribute in terms of helping their son develop personal and social skills, and adult life style and acquire new skills?
- Will parents/carers experience new care needs and require practical help in terms of aids, adaptations or general support during these years?

The Young Person

- What information do young people need in order to make informed choices?
- What local arrangements exist to provide advocacy and advice if required?
- How can young people be encouraged to contribute to their own Transition Plan and make positive decisions about the future?
- If young people are living away from home or attending a residential school outside their own LEA, are there special issues relating to the location of services when they leave school which should be discussed in planning?
- What are the young person's hopes and aspirations for the future, and how can these be met?

AFTER THE REVIEW MEETING

The parents or carers should be offered the opportunity of looking around school, and looking at the work of their son or daughter.

The Administrative Assistant should word process the summary; Case Coordinators should proof read and correct the summary; and the SENCO should proof, correct and arrange for the summaries distribution to invitees and the LEA.

INDIVIDUAL EDUCATION PLANS

An Individual Education Plan (IEP) is a plan, which identifies a student's immediate special learning needs and the special arrangements needed for the student. At Windlestone Hall School IEPs are established, monitored and reviewed termly.

The case coordinating team are responsible for writing all but initial IEPs. The SENCO writes students' initial IEPs. IEPs subsequent to the initial IEP should be written termly.

IEPs provide:

- a focus for collaboration by coordinating team members in setting the educational targets for one student,
- an opportunity for team members to share common goals for the student through target setting,

A good IEP should be flexible, but with characteristics that allow it to:

- be brief and action-based,
- identify the nature, extent and specific areas of a student's learning difficulty ,
- specify the learning programme and set specific, relevant, achievable and prioritised targets,
- specify any other additional support or resources,
- indicate how parents/carers or carers might be involved, and what support or encouragement is being provided,
- involve, where appropriate, the student's views on his learning needs,
- detail any additional requirements such as medical or counselling needs.

In establishing IEPs case coordinating team members must ensure that the IEP is informed by the Statement of Special Educational Need, baseline and subsequent assessments, the most recent Statutory Annual Review targets, staff discussion of students' needs, and Personal Skills Checklist and:

- addresses identified concerns,

- identifies the ‘different and extra’,
- translates into educationally relevant outcomes,
- expresses targets positively,
- reduces complexity,
- prioritises targets,
- is clear and easy to use as a working document,
- ties in with established routines and procedures within the school,
- is linked with existing planning and assessment at all levels, and
- identifies targets, which are achievable but challenging, and can be assessed quickly and be understood by parents/carers, students and staff.

IEPs should specify which distinctive and different arrangements will be made for an individual student, as well as specifying the length and frequency of the additional provision. There is no need to record what is common to all or many of our students.

As a working document the IEP should be clear and concise, and the targets should be achievable. The extent to which parents/carers and students have involved themselves in the design of the IEP will impact on its success. It is clear from research that effective communication with parents/carers, and with the student contributes significantly to success. Involving parents/carers and students in the design of IEPs is good practice.

PARENTS’/CARERS ‘INVOLVEMENT IN ESTABLISHING IEPs

Involving parents/carers in the IEP process can help a student’s progress, although this can be difficult in a school serving the whole Authority. Some parents/carers may not be willing to work with the school. However, this group is a small minority and most parents/carers, if encouraged positively, will be keen to work with the school. Links between school and home work best where parents/carers do not feel threatened by the school or the school staff. It is the manner in which parents/carers are invited into school, which matters most. Parents/carers can be attracted into schools simply by wording the invitation carefully. Communication with parents/carers, therefore, should be:

- non-threatening,
- clear about how parents/carers can help, and
- encouraging and promising, emphasising any extra attention that will be given to their son or daughter.

Co-ordinating team members should ensure that:

- there is opportunity for frank and open discussion between staff and parents/carers;

- staff in school listen, acknowledge and act upon parental concerns;
- staff review the way they talk to parents/carers so that they do not come across as attributing blame;
- they adopt a frank and open attitude dealing with parents/carers and an understanding approach to the way parents/carers feel;
- they listen to parents/carers' concerns and the worries they have about their children; and
- they suggest ways in which the school might help tackle the problems the student is experiencing.

THE STUDENT'S INVOLVEMENT IN ESTABLISHING IEPs

It is crucial to involve the student. It is important that they not only know that the IEP exists but why.

Coordinating team members should ensure that students:

- know that they have an IEP,
- contribute to developing their IEP,
- have access to a copy of their IEP,
- know what their targets are,
- know the reasons for arrangements made to support them,
- receive feedback and information about their own progress which they can understand,
- feel confident that their interests are represented at each stage,

Some students may not be able to participate in drawing up their IEPs, but involvement must be encouraged as far as possible. Involving students in target setting and writing their IEPs is a good way of embedding IEPs into the system so that students can expect to be involved and learn to work with teachers productively.

MONITORING

IEPs have to be monitored by the coordinating team in order to ensure that the student's progress is properly chased. Monitoring takes place half termly, to allow for academic, social and behavioural targets to be changed as appropriate. It is good practice for students to be able to monitor their own progress with members of the coordinating team.

Members of the school's Leadership Team and the SENCO also have roles in respect of monitoring the implementation of IEPs and the use to which they are put to inform planning for teaching and learning.

EXTENDED BEHAVIOUR SUPPORT PLANS (BSPs)

Extended BSPs are constructed as a result of the coordinating team members identifying, or being alerted by others, to particular concerns which adversely impact on the student's ability to access the entitlement curriculum and make progress. They are short-term plans of no longer than a term. The intention is to implement a strategy to counteract that which is preventing or limiting student achievement and progress.

Coordinating team members can enlist the support and guidance of the Head of Student Support to design extended extended BSPs.

Extended BSPs describe:

- date of implementation and review,
- any risk assessment undertaken,
- the involvement of other professionals,
- the involvement of parents/carers,
- the issue,
- the preferred management strategy,
- the intended outcome,
- methods of intervention and support, and
- monitoring and evaluation arrangements.

A BSP is likely to be successful if:

- the student is involved in its design,
- parents and carers are aware of its existence and play a role in monitoring it,
- if monitoring arrangements by staff are frequent and feedback is given to the student immediately.