



Charlton Park Academy and Mulberry Tree House Assessment, Recording And Reporting Policy

Introduction

Learning, curriculum and assessment is personalised for each student at Charlton Park Academy. All students who attend Charlton Park Academy have an Education, Health and Care Plan (EHCP). Our curriculum is tailored to meeting the needs of each individual student, ensuring that their EHCP steps towards outcomes are achieved. Attainment on entry of all students is well below those expected of a similar age nationally.

Mulberry Tree House is an integral part of the Academy providing extended educational provision and residential respite for students with complex care needs.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in school summative assessment and nationally standardised summative assessment.

In KS4 and KS5 English and Maths Gateway Entry Level 1-3 or Level 1-2 qualifications are followed by students where appropriate. In art GCSE and AS Level qualifications are followed by students where appropriate.

Students in pathways 2 and 1 follow the skills builder programme throughout their time in the school.

Accreditations in ASDAN, AQA Unit Awards, Arts Award and vocational qualifications such as the Duke of Edinburgh Award are offered at KS 4 and/or 5 as appropriate.

Purpose

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

Assessment provides the basis:

- for identifying and acknowledging attainment and progress (academic and personal)
- for planning personalisation and next steps for learning and curriculum delivery.
- for recording experience, developing knowledge and skills
- for reporting for a range of purposes and to different audiences e.g. to parents/carers, to governors, colleges, other professional agencies and to the local authority.

Recording is the means by which teachers and learning support assistants identify and keep information about learning. Through the planned use of recording systems, information about students' attainment and progress is noted and retained.

Reporting is the process of providing information about students' learning and attainment and progress to a range of audiences.

Scope of Policy

This policy applies to anyone wanting to gain an insight into assessment, recording and reporting. This policy was reviewed as part of the Governing Body Standards Committee.

Aim of the Policy

To help students where possible to:

- recognise and take pride in their own attainment and progress,
- be aware of their next steps for learning,
- recognise areas and skills that need to be developed,
- become involved in planning their own future learning,
- record their own attainment and progress and share these with others.

To help teachers, learning support assistant and senior and middle leaders to:

- have a knowledge of each students' particular abilities, skills and understanding,
- plan future personalised learning targets for individual students and groups.
- plan future teaching through evaluation of materials, resources and strategies.
- identify students not making expected progress and needing targeted intervention.

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 where applicable.
- contribute to effective transitions.
- Inform governors about standards in the school.

To help parents/carers to:

- know how their child is doing, how they are progressing academically and/or holistically.
- be aware of how best to help and encourage at home where possible.
- participate in celebration of attainment and progress.

Procedures and Practice

Recording

Assessment is recorded digitally using different platforms depending on individual need, namely Earwig, Skills Builder and SOLAR.

All EHCP and individual files are stored in SharePoint and securely filed in the SENCO office.

Academic Progress (English and Maths)

Teachers compare individual student's attainment descriptors that are broken down into small steps, CPA Steps, CPA Milestones and CPA Entry Plus. In addition to this students' progress is monitored towards planned curriculum outcomes. Formative assessments are made daily by teachers and support staff. Progress is tracked using a program called SOLAR. Summative assessment is collated three times annually.

The Different Assessment Frameworks on SOLAR:

CPA Steps: These were written by the school and broadly align with the developmental framework. This alignment ensures we can use a common framework linked to age equivalences to compare our students' progress with other schools.

CPA Milestones: These were written by the Post 16 teachers and are based on the Pre-Entry Curriculum Framework Milestones assessment statements. These were chosen as they are broadly in line developmentally with the CPA Steps which the, making transition to and baselining within Post 16 as smooth as possible and they link directly into the Adult Core Curriculum Entry Level which the CPA Entry Plus framework is based on.

CPA Entry Plus: This aligns directly with the Gateway accreditation used for students working at Entry Level 1 and above and completing Gateway qualifications. The entry Level framework is used in local colleges for all these students once they leave school.

Students working at CPA Step 3ii or Post 19 M3b and below are only assessed and have targets set within the strand for Speaking. This is because at this level the assessment criteria are based on the Routes for Learning milestones which at this level are not subject specific.

Assessment focuses on curriculum and learning processes as well as outcomes.

Standardised assessments of reading are completed annually where appropriate.

Externally accredited courses are offered for all students where appropriate at KS4 and Post 16. These offer staff opportunities to validate their assessments through moderation procedures as well as providing nationally recognised data.

Termly and yearly academic targets are set on SOLAR and all students will be formally assessed against these at the end of each term as well as continual teacher assessment throughout the year.

Students who transfer from other schools are assessed during their first term here to identify and confirm their levels of attainment. Student attainment on entry forms a benchmark to inform curriculum planning and delivery.

Internal moderation occurs termly to support teacher judgment and to validate data. Teachers attend external moderation through the SLP (South London Special School Partnership). Qualifications and accreditation are also moderated following the awarding bodies practice and procedures.

Holistic Progress

Students' progress towards EHCP outcomes are tracked on Earwig. In KS3 the outcomes relate to the 4 areas on SEN from the code of practice. For KS4 and 5 the outcomes relate to the towards adulthood themes. Short term outcomes are set by class teachers and agreed at a student's annual review. These are entered into Earwig and progress is tracked through regular observations. This can include teacher, LSA or student comments and photos and videos. For students with the most complex

needs the engagement model levels are used to record their engagement with learning. A report from this can be produced to inform progress at the annual review meetings.

The Skills Builder Universal Framework is a progression roadmap. At Charlton Park Academy we use it to assess progress for our learners in eight essential skill areas, which are important for all work and employment. These are what The Careers and Enterprise Company define as “employability skills”. The framework breaks down the skills into 16 teachable and measurable steps. It also outlines what tangible progress looks like from the simplest aspects of each skill, through to more complex behaviours.

A baseline assessment is completed by staff during the first term when a student joins Charlton Park Academy. The assessments are then reviewed and updated if needed termly. Students are also able to assess themselves if appropriate using Skills Builder Benchmark.

SOLAR is also used to assess students’ progress within RSE and Health Ed. Progress within this is updated half termly within the topic studied that half term.

Other professionals (e.g., speech and language therapist, OT, Physiotherapy, CENMAC) may undertake assessments which form part of the whole profile of a student.

Reporting

Student progress reports are completed three times a year. Teachers use reports as the focus for meetings with middle/senior leaders to track and monitor and celebrate progress and identify students not making expected progress and discuss or review interventions to improve progress.

Leaders provide reports on attainment and progress to governors termly.

The annual report to parents is incorporated into the annual review paperwork and contains information on:

Attendance

Progress in relation to EHCP outcomes

Progress data and current teacher assessment for academic progress

Predicted accreditation outcomes (where applicable)

The annual review paperwork also incorporates a student report to allow student voice to be heard.

Parents/Carers are invited to three meetings per year. These include two parents’ evenings and an annual review meeting. We encourage parental feedback as this is collated from parents’ evening questionnaires and annual review parent contribution. The school has an ‘open door’ policy whereby parents/carers are welcomed in (via appointments for safeguarding purposes) or can telephone or e-mail in with queries. We encourage co production of target setting where possible with parents and students. The home-school link books offer opportunities for regular communication.

Sources and References

- Governors Annual Report
- CPA Curriculum Policy
- CPA Assessment and Accreditation Teacher Guides

Other useful documents

CPA Equality Policy

Monitoring

This policy will be monitored through the Charlton Park Academy accountability framework.

Date: December 2022

Review Date: December 2025