

**Ysgol Maes Hyfryd  
Flintshire  
Assessment, Recording and Reporting Policy**



Policy approved by the Governing Body on: 10<sup>th</sup> October 2018

Signed: .....Chair of Governors

Reviewable on: October 2020

### **Policy statement**

At Ysgol Maes Hyfryd we recognise the value of assessment as providing information for planning and ensuring individual needs are met within the broad curriculum. Ongoing recording and reporting ensure that all steps of progress are monitored and built upon, and stakeholders are properly informed.

### **Aims**

- To provide information for effective planning
- To ensure continuity throughout the students' school life
- To encourage students to recognise their achievements
- To ensure statutory requirements are met
- To provide detailed, relevant information for parents and other professionals

### **The cycle of assessment, recording and reporting**

1. Statement of special educational need – initial or updated
2. Annual review of the statement
3. Identification of needs for the coming year
4. Curriculum content – long term plans
5. Termly plans – medium term plans
6. Individual Educational Plans (IEP)
7. Lesson evaluation – recording of IEPs
8. End of term module assessment
9. Internal or external accreditation where appropriate

### **Assessment**

All students at Ysgol Maes Hyfryd have a statement of educational need which is legally bound to be reviewed annually. On admission students will have a current assessment of needs in core areas of learning – the type of assessment will depend on the previous school attended. Class teachers will use this information and current individual education plan (IEP) targets to plan appropriate work for the student. During the first half term at Ysgol Maes Hyfryd a baseline assessment will take place.

The school use a number of different assessment packages to baseline and assess pupils as they move through school, in response to their ability and need. Where appropriate, national Literacy and Numeracy framework descriptors are used as an 'in house' assessment tool for informing teachers of students' progression across the Literacy and Numeracy Framework (LNF)

Some students will require assessment via more than one of these packages and it is the responsibility of the class teacher to gather the appropriate information. Specific assessment and recording in departments reflect the differing needs and curriculum focus for the pupils.

### **Assessment for learning**

As well as summative assessment teachers also complete formative assessment in the classroom. This involves identifying each child's progress in each lesson area, determining what each child has learned and what therefore should be the next stage in their learning. Assessments for learning opportunities are identified as part of the medium term planning process and encourage the pupils to play a part in their own assessment and target setting.

### **IEPs**

English and maths targets are cross curricular and planning in other curricular areas should take into account students' IEP targets. IEP targets are continually recorded. The whole class team has responsibility for recording information regarding progress towards IEP targets. IEP targets are formally updated each term following whole school assessment weeks.

At the end of key stage 3 students' National Curriculum levels are assessed by subject teachers. This is then reported to the Welsh Government following the guidelines and procedures.

### **Recording**

Progress towards IEP targets is recorded and evidence of their completion noted as part of their IEP form.

Teachers record achievement or progress towards objectives within termly modules of non core subjects. This is collated as part of each teachers medium term planning. Objectives have a literacy or numeracy focus in line with the LNF.

Recording of progress towards externally accredited modules at key stages 4 & 5 is led by the external provider requirements.

At the end of each school term evidence of English and maths work are kept as a record of progress. Where students are working practically this record may be photographic. These records are kept within the student class file. This evidence will also be used for cross department moderation to ensure consistent judgement of staff decisions when assessing pupils.

Students at year 11 and year 14 will collate a Progress File. This contains evidence of achievement throughout the year – certificates, photographs and pieces of work from all aspects of the students' school and extra curricular life. Students are encouraged to develop the skills of self evaluation and to be proactive in compiling the evidence for the record of achievement.

## **Reporting**

All students have planners which can be used for daily information exchange between parents and school. Newsletters are sent to parents each half term which include information about school activities. The school also uses its website and twitter account to share information around activities and events in school as well as events attended in the community. An increased use of web based software such as Class dojo and See Saw also allow the sharing of pupils work with parents and carers at home.

All students have an annual review of their statement. Students aged 14 and over have a transition review which is combined with the annual review. The LEA transition coordinator and Careers Wales advisor are invited to all reviews for students aged 14 and over. Annual reviews are held in the autumn term for all students apart from year 9. Year 9 transition reviews are held in the spring term.

There are 2 parent evenings each school year – in the autumn and summer term. The first is an informal opportunity to meet the class staff and discuss the terms IEP targets. The second is an opportunity to see the work completed through the year and to discuss progress and any class moves or changes for the pupil for the following school year.

An end of year report is sent to parents before the second parent evening in the summer term. The report covers all areas of the curriculum and includes a written narrative of student progress, making reference to the development and application of literacy and numeracy skills in non core subjects.

Parents are encouraged to share any concerns with class teachers by phone or through the planner. Where appropriate, meetings can be held to discuss individual pupil with class staff. School make every attempt to include all relevant professionals at such a meeting, if parents are in agreement. Staff may also provide reports and attend multi professional meetings for pupils.

End of key stage 3 teacher assessment is reported to the Welsh Government and to individual parents via the annual review report.

Results of end of key stages 4 and 5's external accreditation are reported to the local authority and parents.

Coordinator: Noel Fitzgerald