



Planning, Assessment, Recording and Reporting (PARR) Policy

Review Period: 3 years
Next review Due: Spring 18
Reviewed and Amended: Nov 2014, Jan 15
Adopted by Governors: 10.12.12, 10.3.15

Signed by Chair :

Welburn Hall School

Whole School Policy on Planning, Assessment, Recording and Reporting

This policy applies to all students in school and college and any references to school within the policy will include students in College unless the context suggests otherwise.

Aims

1. To contribute to the raising of students' attainment and achievement through access to the National Curriculum and additional learning opportunities
2. To improve students' motivation and engagement, increasing their participation in the education process.
3. To prepare the students for the transition to independence in their life after school and college.

Objectives

B Squared data, CASPA data, Reports, Individual Education Plans (IEP), Care Plans, Student Profiles and Review of Statements of SEN, will be used to:

1. Communicate to interested parties, the attainment, the achievements and future targets of students, both academic and personal and social and emotional development, in accordance with the schools values, statutory requirements and national guidelines.
2. Enable School staff and governors, other professionals and students to monitor progress.
3. Enable School staff, other professionals and students to monitor the effectiveness of their work and their educational activities.
4. Ensure that school staff and other professionals plan relevant programmes of work to enable students to progress appropriately and build on individualised learning.
5. Ensure the School Leadership Team prioritises school resources to meet the educational needs of the students.

Planning

When planning teaching and learning programmes, reference is made to students' previous attainment and achievement. This will be taken from the level summary in B Squared data, the end of year report, Annual Review, IEP, Pupil Profile, Care Plan and any other subject record that an individual member of staff may have made. Reference will also be made to the objectives set out in the Education and Health care Plan or where they are still in place the Statement of S.E.N.

Curriculum:

An outline of the topics/themes to be covered within each curriculum area and for each group of pupils will be prepared for the year. This will be known as a long-term plan and will include the resources needed to deliver the various topic areas. More detailed Medium Term Plans will be developed for individuals or groups of pupils and include the relevant programmes of study to be covered, learning objectives to be assessed, activities, and assessment strategies.

Learning objectives will reflect the different levels of attainment within the group, which in turn, will determine the differentiated activities to be planned. Each member of teaching staff will keep weekly and/or daily plans which will contain an outline of the programme for the day, the role of the support assistant, comment on progress and record significant happenings.

Personal, Social and Emotional Development:

The assessment of personal, Social and Emotional development, independence and life skills will take place in a variety of ways:

- through the PSHE and citizenship curriculum which will be assessed using B Squared.
- Through the Life Skills programme
- Through the personal Profile and Care Plan for residential students.

Each half term students' progress will be assessed in all these areas by education and residential staff. Where appropriate progress will be accredited through ASDAN. This accreditation provides a range of levels to suit individuals' needs.

Target Setting

Curriculum – school pupils

- Aspirational academic targets are set with reference to National Curriculum and B Squared guidelines.
- Aspirational targets for Personal, Social and Emotional development are set in IEPs and Care Plans
These targets are monitored by the Senior Leadership Team and discussed and recorded at EHCP reviews.

Curriculum – College students

In College targets will be set in Literacy, Numeracy, Personal, Social and Emotional development using the adult B Squared statements.. Progress against targets is reviewed half termly and necessary interventions will be identified and put into place to ensure progress. Targets for Independent Living Skills are set by the key worker and they are reviewed half termly. These are recorded in Care plans and this evidence will be used for ASDAN accreditation where appropriate.

Assessment

Assessment is to monitor student progress and set new targets, so that effective and appropriate provision can be made. Self-assessment and peer assessment is encouraged.

The identification of assessment criteria and opportunities are part of the planning process. The judgements made can be based on evidence from one or more of a variety of sources, including:

- a) Observation
- b) Discussion
- c) Students work recorded in a variety of ways
- d) Internal and external test results and public examination and accreditation

Progress against targets is an ongoing process by all staff for School and College students using B Squared data and care plans. This is monitored by the Senior Leadership Team

Recording Achievement

Academic

Academic achievement is recorded using B Squared software.

Non-academic

Social, Emotional and Personal Development and Independent Living Skills

- For school aged pupils achievement Skills are recorded in Life Skills files and in care plans.
- For College Students achievement is recorded in Life and Living files and care plans .

Excellent work and other evidence of achievement are collected and kept in their individual file of achievement which will move through the school with them. This shows progress made by pupils within and across Key Stages.

Reporting

School – annual end of year report

Parents and carers of children in the school context receive an end of year report that summarises pupils' achievement in curriculum areas, including social development, PSHSE and Citizenship. The report also includes attendance figures, teacher assessment and statutory test results at the end of each Key Stage, and a pupil statement of achievement and objectives.

College – annual end of year progress report

Reports are sent out to parents and carers towards the end of the academic year. They summarise the achievement in curriculum areas, social, emotional and personal development and work experience and work related days, sport and leisure. The Assistant Headteacher and College tutors are responsible for progress reporting for College students. Time is made available for those parents who wish to discuss the report with staff. Parents have had the opportunity to attend an annual consultation evening.

School and College Annual review – advance report

Parents and Carers receive a detailed report of academic and personal and social progress two weeks before their young person's annual review. This is written by the class tutors and subject teachers and key workers. This report is used to analyse progress made towards the targets set out in the Statement of Educational Need or in the Education Health Care Plan.

Monitoring

Academic

Long, medium and short term plans, their delivery and the accurate keeping of records are monitored on a regular basis by the Headteacher, Deputy Head, Assistant Head and subject coordinators.

CASPA is used to enable the analysis of comparative data between cohorts, conditions and gender thereby enabling the Governing Body and SLT to identify strengths and weaknesses in teaching and learning and employ appropriate strategies for improvement.

The Governing Body reviews pupil academic attainment data via its Improvement Committee. A Link Governor is nominated with specific responsibility for assessment, tracking and monitoring and will be involved in half termly meetings where possible. A summary of pupil progress identifying positive outcomes and areas for attention and proposed actions will be presented to the Improvement Committee by the Deputy Headteacher and then in turn reported to the Full Governing Body.

Personal, Social, and Independence Skills

Progress in personal, social and independence skills will be monitored by the class tutor and the key worker. This progress will be analysed at the annual review where new targets will be set and included in the EHCP.

The achievement of students in these skills will be monitored by the Senior Leadership Team in consultation with key workers and teaching staff.

Regular reports will be made to the Governing Body by the Head of Care highlighting areas of success and interventions made for students causing concern.

Policy Dated – October 2013
Reviewed January 2015