



φύσις

Physis [fie-sis] a Greek word meaning the natural energy for growth, change and development.

2017

Assessment, Recording and Reporting Policy



The Quantum Leap Programme

at

Physis Heathgates Academy

Physis Quantum is a specialist provider of exciting and innovative services to Children and Young People in a variety of different settings.

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Physis Heathgates Academy

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Purpose and Aims of Assessment, Recording and Reporting

The purpose of this document is to establish clear procedures and recommendations for assessment, recording and reporting within Physis Heathgates Academy.

'...assessment should provide the basis of informed teaching, helping pupils to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.'

(OFSTED 2003)

Our policy is based on a commitment to ensure that pupils' work is assessed regularly and thoroughly in order to inform teaching and learning. We employ a range of school based and externally based assessments during a pupil's time at the school in order to assess their performance. The parents/corporate parents of every pupil registered at Physis Heathgates Academy are sent reports of their child's progress and attainment. All members of teaching staff are required to implement this policy in their own subject area.

The policy will be available on the website at www.physisgroup.co.uk

Physis Heathgates Academy implements this policy in the following ways:

Physis strives to develop the whole person by:

- fostering an environment in which all pupils are happy, secure, confident and valued.
- stimulating all pupils to deal with the traumatic events which have occurred in their lives and to overcome what are often poor educational experiences, supplying them with a range of opportunities to achieve their academic potential.
- encouraging the development in each pupil of spiritual, moral, social and cultural values along with self-discipline, responsibility and respect for others and the environment.
- offering a wide range of enriching activities which can assist their academic, personal and social development.
- promoting independent thinking and lifelong learning through innovative educational

practice.

- supporting and developing enthusiastic, dedicated staff who feel committed to Physis Heathgates Academy.

This means that assessment, recording and reporting will recognize and celebrate all pupil achievement and levels of attainment

1. On entry to Physis Heathgates Academy an initial baseline assessment will take place within three months of the youngsters' arrival to the Academy. This will be sooner if they settle quickly to their new environment.
2. Following this assessment targets will be set for the coming year
3. All teacher planning will recognize development from the point of this assessment
4. Assessment will be formative and summative in its nature

Assessment Procedures

Assessment for Learning

Teachers should integrate the following Assessment for Learning strategies into their teaching and learning.

Learning Objectives - Clearly communicated at start of lesson/task on the board

Effective Questioning

More thinking time for students: eg: Think/pair/Share

Asking questions better and asking better questions

Formative Assessment Set against learning objectives

Self-assessment/peer assessment/teacher assessment

Feedback given to pupils should be about the particular qualities of his or her work,

with advice on what he or she can do to improve, and should avoid comparison with other pupils.

Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study as well as to establish

shared understanding by pupils and teachers of clear and explicit study goals. In other words, to help all pupils become more effective learners, which also creates a tool to develop a more effective teaching methodology.

Marking

Throughout Physis Heathgates Academy all teachers have been encouraged to use a range of marking techniques which help to develop the learning of the youngsters. There is no one set technique to be used here as such techniques can vary depending on the subject and the style of teaching as well as the character of the teacher. That said, all marking should be:

- Constructive
- Prompt
- Consistent
- Accurate

Conversational in its nature whenever possible

The assessment of marking takes place on a regular basis through lesson observations (three times per year – two by the Head Teacher and one by peers) and the regular analysis of the youngsters work by the Head Teacher / Deputy Head Teacher (three times per year)

Pupil feedback

We believe strongly in the power and relevance of the pupil voice. Pupils are encouraged to speak their mind during bi-monthly 'stepping up' meetings and weekly 'school matters' assemblies. The Head Teacher's door is always open if a youngster wishes to raise any issue, good or bad, regarding their education.

Pertinent issues are then raised at management and SLT meetings and the appropriate actions are taken.

Baseline Testing, Teacher Assessments and Target Setting

Within three months of their arrival (sooner if the youngster has settled to their new

environment) and then three times per year, each youngster is baseline tested and teacher assessed in each subject. These scores/levels are then reported to the Head Teacher who, via communication with the subject teachers, sets a target score/level for the coming year for each student in each subject.

This allows for the parents/corporate parents to view the progress that each youngster is making and is included in Education Reports for LAC Reviews.

Assessment Strategies

The type of assessment chosen depends on what is to be assessed. The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.

Pupil self-assessment against learning objectives

Teacher-pupil interactions / verbal feedback / marking

Coursework and homework

End of topic/unit class tests Formal

internal examinations Formal

externally set examinations

Implications for Stakeholders

It is the responsibility of the Head Teacher to ensure that all of the necessary assessments are completed by the teaching staff. It is then their responsibility to ensure that the results of the assessment are discussed with each pupil and then given to the Head Teacher, who in turn makes the SLT aware of these results. They are then relayed to parents/corporate parents and the Local Authorities. This is usually done via Education Reports for LAC Reviews.

Recording

Whenever possible, the Head Teacher gains as much information as possible regarding each pupil's previous education placements. Every effort is made to gain previous assessments so that the education of each pupil can be as continuous and developmental as possible from the moment they arrive at Physis Heathgates Academy. This is not always an easy task as many of the children will have missed large chunks of education before they arrived at Physis.

From the moment a youngster arrives at Physis Heathgates Academy, a written and computerized record is kept of Baseline Testing results, Teacher Assessments, Education Reports, IEPs, PEPs and EHC Plans. This is then made available to all significant bodies upon request and used to develop future learning.

The work of each youngster is stored for one academic year after it has been completed. This is then offered to each student for them to keep.

Reporting

Education Reports for LAC Reviews

The parents/corporate parents/authorities of all youngsters will receive a full education report prior to every LAC review (at least twice per year). This includes all subject reports, baseline testing, teacher assessments and targets for the year as well as an overall view of the child's progress.

Daily Reporting

On a daily basis, there is effective communication between the care and teaching teams via the Teacher and Care Team Liaison file. This contains notes from the care team about each

youngster's behavior, attitude etc. the previous night. For each lesson the teachers then give A to D grades on the attendance, behaviour, work completed and overall grade of each lesson. Teachers then write short notes on anything that the care team need to know about, e.g. HW, significant conversations, etc.

Other reports are also sent out as and when required by the authorities

Additional Reports

PEP

Each youngster at Physis Heathgates Academy will have a twice yearly Personal Education Plan (PEP). This is compiled by the Social Worker who liaises with the Head Teacher and other members of the placing authority.

Education, Health and Care Plan (EHCP)

In the majority of cases the youngster will require an EHC Plan. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

This plan is then reviewed annually.

Individual Education Plans

All youngsters at Physis receive an IEP three times per year, regardless of whether or not they have an academic need. The plan contains three points which highlight three areas where the particular student requires development. This could be for an academic purpose, e.g. spelling, a social purpose, e.g. a lack of social etiquette in the presence of adults or a personal need, e.g. punctuality.

These plans are reviewed every four months and sent to the authorities.

A child friendly version of each plan is kept in the classroom where it can be seen and discussed by teachers and youngsters, therefore making it a working document.

Monitoring and Evaluation

All teachers read and implement the Assessment, Recording and Reporting Policy. The policy is then monitored by the Head Teacher who ensures that all opportunities for assessment are met and that these opportunities are beneficial to each pupil. The Head Teacher then reports to the SLT with the outcomes of the assessments.

Sharing good practice is a salient feature of learning and teaching at Physis Heathgates Academy. Sharing good practice is done in the following ways:

- Informal discussion and sharing of ideas
- Meetings between the Head Teacher and all teachers as part of every PD day
- Peer observations
- Head Teacher observations
- SLT meetings
- Stepping up meetings between the company CEO and all youngsters
- Meetings with Education Consultant
- HT meetings with curriculum leaders
- Professional development days each semester

