



HEDGEWOOD SCHOOL

Planning, Assessment, Recording and Reporting Policy and Practice

EFFECTIVE IMPLEMENTATION OF THE CURRICULUM

POLICY STATEMENT

It is our aim to make teaching and learning as effective as possible for all our pupils. At Hedgewood we offer a broad and balanced curriculum with commitment to development of social understanding for our pupils to ensure happiness, well being and optimise the ability for our pupils to keep themselves safe.

At Hedgewood this is achieved through clear and agreed ways of making and recording our judgements about children's current knowledge, skills and understanding. Pupil progress will be evidenced through both quantitative and qualitative data as our pupils needs and development requires a curriculum tailored to both their emotional well being and academic progress. It will also reflect the promotion of British Values in a way that can be accessed and understood by our pupils.

The knowledge thus obtained will be recorded in ways which are informative, analytical, reflective, easy to use and accessible to a range of audiences inside and outside school. Record keeping systems across the school are consistent and are used in a planned way within an agreed overall coherent framework.

The information obtained will be used as a basis for targeted planning, to monitor progress and to inform about current pupil attainment across all areas of learning.

All reporting communicates useful information in an accessible way.

INFORMING PLANNING

Planning is based on desired outcomes from each pupils Education and Health Care Plans (EHCP), or desired objectives for those pupils who have a Statement of Special Educational Needs. All pupils have either a Statement or EHCP. Targets, provision and resources are then identified in pupils Individual Learning Plans (ILP), Curriculum Maps and Schemes of Work. Assessment against individual and block planning (schemes of work) identifies next steps in learning and informs future planning. Tracking of pupil progress through our BSquared assessment system (which tracks progress in both academic and social development areas), will inform planning and development of ILP's twice yearly. Target setting and knowledge of pupil's individual current educational and

emotional development provides a framework for planning challenging targets for each pupil based on their individual needs.

Target setting and pupil progress reviews are informed by expectations of levels of progress as guided by the Progression Document 2011 alongside teacher assessment. Although 'Assessment without Levels' is in place nationally, Hedgewood continues to assess using Pscale and National Curriculum level descriptors as this best shows steps in progress gained by our pupils from their starting points at entry. When planning for continuity and progression, children's spiritual, moral and cultural needs will always be considered and the safety, development and well being of every child is paramount. Children will be taught to understand and uphold fundamental British Values through guidance and modeling from adults and targeted PSHCE teaching. Assessment

Content is mainly informed by-

- ◆ Curriculum Maps covering both PScale and National Curriculum targets
- ◆ Curriculum 14 (adapted and used as appropriate to children's developmental needs)
- ◆ Social understanding and skills development provision assessed through Autism Progress in BSquared
- ◆ Commercial and Hedgewood-written programmes to meet specific needs eg pre-literacy skills, fine motor skills, language development etc

Methodology and differentiation are informed by-

- ◆ Individual Learning Plans
- ◆ Knowledge of children's current educational development
- ◆ Research into methodology to meet specific needs eg ASD, SCLN
- ◆ The sequences of learning identified in curriculum maps
- ◆ Appropriate access strategies, including communication and e-learning supports

If the planned learning experiences we offer our pupils are to be as effective as possible, they must be informed by acute awareness of children's prior learning, current skills and knowledge, as well as by the requirements of Curriculum 14.

Teaching could be delivered as a block or as an ongoing programme. Individual Learning Plans interact with both ongoing programmes and medium term schemes of work.

PLANNING

Planning structure is consistent through EYFS/Key Stage 1 and Key Stage 2. All medium term and short term planning shows levelled objectives and are differentiated to meet individual needs. In group taught activities, children are grouped by ability and follow differentiated group targets.

(1) Long term- Curriculum Coverage

- based on two year cycle across years R-2, 3-4, 5-6
- gives an overview of the breadth and balance of the subject areas covered

- seen by all staff
- produced collaboratively

(2) Medium- Schemes of work

- covers a term or half term
- embedded assessment
- core, reinforcement and extension tasks or a spectrum of differentiated tasks
- seen by all staff
- monitored by Headteacher, nominated others, Curriculum/Assessment Managers and relevant Learning Managers.
- produced individually or collaboratively.

(3) Short term- weekly

- informed by Individual Learning Plans
- appropriate activities selected from Medium Term plans
- monitored by Headteacher and nominated others

Daily-

- interact with Individual Learning Plans
- records significant outcomes
- provides assessment notes for selecting further activities
- records useful learning strategies
- mixture of whole group / small group / individual tasks
- monitored by Headteacher and nominated others
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These systems work for all curriculum areas taught as blocks.

PLANNING ONGOING PROGRAMMES

A consistent set of factors underpins all such planning across the whole school.

- (1) A clear view of overall direction based on knowledge of the likely direction of development through Pscale, EYFS Profile and National Curriculum requirements.
- (2) Planning for individuals or small groups.
- (3) Planning for a lesson or small group of lessons at a time.
- (4) Using the outcomes as the basis for further planning.

INDIVIDUAL LEARNING PROGRAMMES

These are levelled objectives focussed on Literacy and Numeracy, Language Development (incorporating advice and objectives provided by Speech and Language Therapists) and reflect outcomes identified pupil's in EHC plans. Targets for personalised social and emotional development are identified. ILP's are written twice yearly (October and February).They are reviewed accordingly in February and July and outcomes are then used as the basis of further planning, together with any additional targets that address further development for each pupil.

MONITORING OPPORTUNITIES FOR LEARNING, CONTINUITY AND PROGRESSION.

Opportunity for learning is monitored mainly by.

1. Scrutiny of individual planning, which is required to show levelled learning opportunities that reinforce and extend learning in core and key areas of the curriculum. Progression can be monitored through tracking individual planning and assessment.
2. Schemes of work delivered over the two year cycle should identify opportunities for learning and show both vertical and lateral progression. Opportunities for presenting statements/learning objectives from curriculum maps are identified within each planning cycle (R-2, 3 / 4, 5 / 6). Any gaps in opportunities can thus be identified and rectified. Assessment criteria for individual and groups of learners are carefully planned and are used to show progression.
3. Learning Managers will be responsible for their relevant curriculum area; will monitor provision within their area to ensure opportunities for learning, continuity and progression as part of the subject audit process.

DELIVERY

Delivery of the curriculum at Hedgewood is taught within the framework of teaching and learning and pays attention to pupil well-being and safety and organisation of the classroom, groups of pupils, learning styles and opportunities for e- learning.

Delivery is required to be carefully planned but not rigid. It should be open to flexibility and if teachers perceive ways in which the plan can be improved during its delivery, then the opportunity should be followed wherever possible.

Chance events may provide inspiration for a “one off”, e.g. a local or world event, something interesting a children has brought from home, a TV programme or assembly.

PLANNING DIFFERENTIATION

Planning for Literacy and Numeracy is planned individually where appropriate.

Task differentiation is recorded in Schemes of Work planning sheets and rationales of class groupings are identified in class information books. However, many differentiation strategies, especially additional access and support, are not always written down in planning since this would then become too onerous a task. Many access strategies and adaptations are the result of good formative assessment during learning. Individual Support Plans identify specific strategies for pupils to enable alleviation of anxiety and optimise access to learning. All pupil's have a profile which identifies their preferred learning style, communication needs and strategies for successful and enjoyable engagement. Many pupils will have a communication and/or sensory passport to support planning effectively for their needs.

PUPIL VOICE AND SELF EVALUATION

The ethos of the school is one which clearly values the achievement of every child. Pupil's are encouraged wherever possible to share their learning targets, evaluate their own learning and share where their learning goes next.

Pupil's awareness of their progress is encouraged by a variety methods which include building a 'Learning Journey' folder celebrating pupil achievement and showing progress.. Photographic evidence and adult scribing of pupil commentary contributes towards this recognition of achievement. Pupil voice is evidenced in Annual Review reports which provide pupils, parents and staff with the opportunity to acknowledge achievement across the whole spectrum of life in school, and often of achievement outside school as well.

We aim for pupils and teachers to work together to make learning effective, meaningful and fun. We encourage children to be actively involved and where possible review and reflect on their learning at a level appropriate to their understanding. Pupils will be supported to identify what makes them happy, helps them learn, what they find difficult and suggest ways to improve and celebrate their learning.

ASSESSMENT AND RECORD KEEPING

At Hedgewood we aim to raise standards by ensuring continuous and effective assessment informing appropriately challenging targets set for all. The use of high quality formative assessment during lessons, allowing reshaping and extension of learning tasks is central to ensuring best possible pupil outcomes. Summative assessment and recording of pupil achievement is supported by regular moderation of teacher judgements and consistent recording systems across the school.

Accurate assessment of children's achievements needs input from a wide range of people from both within and without the school; they may include teachers, classroom assistants, pupils, parents, educational psychologists, speech and language and occupational therapists.

Evidence is provided by the monitoring of children's work by direct observation and by informal and formal assessment, and by the development of shared understanding between staff, children and parents.

Planning sheets include embedded, contextualised and levelled assessment opportunities and methods. Planning is levelled against PScale and National Curriculum targets and Hedgewood uses Bsquared as an assessment tool to track pupil progress and development. Autism Progress within Bsquared allows for the tracking of pupil progress in development of social understanding.

Progress is recorded in manual and electronic form and is continually evaluated with half termly alerts and termly pupil progress meetings identifying pupil need and possible actions. Summative assessment informs ILP target setting twice yearly.

There is opportunity for tracking progress of groups of pupils throughout the year through Hedgewood's Group Analysis Programme (GAP). Teachers and subject

learning managers can track class and selected group progress to inform objective setting and provision across the curriculum.

Shared understanding of assessment criteria are developed between staff by training, participation in the moderation cycle, by informal discussion of children's work and the interpretation of National Curriculum Level statements and other assessment criteria e.g. phonics/reading tests, the examination of exemplar materials (Pscale and National Curriculum moderation exemplars nationally).

Record keeping is used by staff, for whom it provides useful and usable data to take responsibility for pupil progress. It also gives and receives useful, usable information to / from parents and pupils, and it can inform governors, inspectors, advisors and any professional partners.

FORMATIVE AND SUMMATIVE RECORDING AND EVIDENCE

Formative recording is evidenced by annotating children's work, observation records, post- its and planning sheets to inform next steps in learning. Note should be taken of strategies used by pupils in their learning and of need to adapt practice when needed.

Summative assessment can be recorded through photographic evidence as well as efficient and considered use of the BSquared assessment system. Evidence for assessment decisions will be annotated and placed in pupil Learning Journeys. Learning Journeys follow pupils through their time at school enabling sharing of evidence with parents and professional colleagues and the collation of an evidence base over time.

REPORTING

A number of reporting systems exist within the school, reflecting the need to report to a variety of audiences for a variety of purposes.

- ◆ To children- oral comments, making, celebrations such as showing work to other teachers and classes, stickers, "Pat on the Back" certificates. Pupil Learning Journeys are shared with pupils and contribution to Annual Reviews shared through pupil voice.
- ◆ To parents- oral and written comments-home school link books, Parents Evening, Learning Journeys, Progress Reports and Annual Reviews. These measures inform the pupil's achievement across the curriculum.
- ◆ Speech Therapists and Occupational Therapists- Two-way discussion, advice to teachers, evaluation of programmes/ communication supports, reports for Annual Reviews, reporting to parents.
- ◆ Between Staff (ongoing)-discussion, review of pupil progress, pupil profiles, shared planning.
- ◆ Educational Psychologists-Two way communication in discussion, specific reports and Annual Reviews.

- ◆ Between Staff (ongoing) - shared dialogue and planning, update of assessment records (Bsquared).
- ◆ Between Staff (end of year)-End Year Summative Report , transfer of pupil records
- ◆ For whole school staff, Governors, Outside Agencies, Inspectors- individual pupil reports, group reports, subject position reports, end of Key Stage reports

Planning Cycle

Annual Review of EHCP/Statement

EHCP/Statement

