

Pupil Assessment Recording and Reporting Statement

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Revisions

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1 Assessment, Recording & Reporting

At the Martin Bacon Academy (MBA) the vast majority of learners will have an Educational Health and Care Plan. However, our cohort of learners are all very individual and as such their strengths and needs vary widely. Whilst assessment is a powerful tool in understanding our learners better it must be flexible to their individual strengths and needs. It is difficult to compare outcomes for a cohort which is small and for whom learning might look very different. Yet to not assess and track what is truly important to the pupil would go against the purpose of education. Therefore, at MBA we believe that assessment should be the opportunity to share the narrative of a learner's progress, success, challenges and potential. Through the pupil centred reviews, we will ensure that all people around each learner understand where they are, how they are doing and where we all want to be.

The Purpose of Assessment at MBA is to be aspirational for our Pupils and keep us on task and on track without ceiling. Our approach to assessment tracks and monitors learning daily and promotes regular and active discussion between professionals, parents and other carers. This is then integrated into their curriculum and supports us in celebrating steps of progress.

Our assessment is based up each pupil's EHCP outcomes and builds on 'preparing for adulthood' expectations. We believe that assessment must capture attainment and achievement in a variety of contexts. Skills gained by the learner need to be recognised and to be generalised both in school and at home because learning occurs within a 24hr context.

At MBA we use the Evidence of Learning App. The App will be used by all professionals within the academy to capture learning, sometimes with a photo or video. All educational professionals are expected to record evidence of learning throughout the day, including during offsite activity, in music, PE and in Hydrotherapy. All these pieces of evidence in a range of settings forms a picture of the learner's progress for Class Teachers to make judgments on.

Evidence can come in many forms, including:

- Photos showing a skill, knowledge or understanding being used
- Videos recording evidence of learning and development
- A short write up of what has been learnt or understood
- Photos of work completed by the learner
- Observations captured which are moments of wonder
- Evidence captured by other professionals during learning walks and other observations, using the Engagement Profile for example
- When appropriate learner's feedback and comments are included in the app

(This is not an exhaustive list.)

Each piece of evidence is matched to a target that is set by the Teacher. These targets will often reflect the EHCP annual targets set each year. In some cases, particularly when pupils join the academy, the outcomes on the EHCP are not SMART. Where this is the case teachers will reform the targets set and work to these. These targets can then be updated at the next annual review.

A flow chart explains that termly judgments of progress are made by class leads which are then followed up in Learner Progress Meetings.

To ensure we continue to reflect on progress made by our learners in the important area of Cognition and Learning as an academy, we support the use of nationally recognised assessment packages on an annual basis. Depending on the Learners priorities and ability, one of a number of 'frameworks' can be used, for example; Routes for Learning. Any Framework to be used is decided on an individual basis and should support the learner in noting meaningful achievement that contributes to real progress at home and in school.

Responsibilities

All teachers & Professionals;

- All teaching staff & professionals are expected to capture progress when appropriate.
- All staff are given training to support their understanding and it is included in the Induction process
- All teaching staff have a working knowledge of the learner's outcomes and targets – these are shared and discussed in class meetings

Class Teachers;

- Class teachers are expected to contribute to evidence gathering as expected for all teaching staff
- Class teachers will have an overview and understanding of how their learners are progressing and be able to judge progress over a term
- Class teachers must justify judgements made and supply evidence to show reasoning behind decisions.
- Class teachers, with input from other professionals, are able to review progress made for a EHCP Review and suggest appropriate targets to be agreed at this meeting
- Class teachers will use EFL for daily communication to parents, this will be in the

form of 3 photographs and 2 comments per week.

Senior Leadership Team

- SLT support class leads through Learner Progress Meetings
- SLT analyse and produce report for external professionals (LA, Academy Council) on the progress made of all learners
- SLT manage termly moderation sessions.
- SLT support the process of setting of targets using the EHCP Procedure as a guide

The Evidence for Learning app allows us to share evidence captured at school with home and encourages parents to share in this by uploading their own evidence and photos of success, opening up a focused dialogue with the parents around their child's educational development. Parents meetings are used to celebrate the progress made and make decisions about next steps. When other specific frameworks are used with the learner these are clearly described as summaries on our website. This encourages parents to have an enquiry-based approach to their child's educational development.

Progress made by the learner is celebrated daily and often at the time. This way we can try and help the learner to understand that what he or she is doing is great. With our PMLD learners a descriptive approach to feedback is used to encourage a greater understanding to what we are seeing in the learner. Teaching staff use a range of instant feedback techniques to celebrate progress seen.

Daily communications will be sent home with the focus of the communications being on the child's key areas of development, cognition, communication, social and emotional and physical (PLP's, Pledges, 99 things and Values), fortnightly 'wow' moments in photo form, termly reports and summaries with photos/video's along with parent consultations to discuss and review progress in line with the pupil's targets and AR recommendations.

In order to build an effective working partnership between home and the academy we encourage parents/carers to share their child's extended learning with us.