

**Reviewed: March 2015**

**Next Review: March 2016**

## **Assessment, Recording and Reporting Policy**

### **Aims**

Effective assessment provides information to improve teaching and learning. Northumberland PRU undertakes two different but complimentary types of assessment:

Assessment *for* learning and assessment *of* learning.

Assessment *for* learning involves the use of assessment in the classroom to raise pupil achievement. It is based on the premise that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and what they need to do to achieve this aim.

Assessment *of* learning (summative assessment) involves judging pupils' performance against national standards.

Our pupils are given feedback on their learning so that they understand what it is they need to do to improve. We celebrate with our pupils their achievements and encourage them by involving them in the review process.

### **Objectives**

The objectives of assessment are:

- to enable pupils to demonstrate what they know, understand and can do in their work;
- to help pupils recognise the standards to aim for and to understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each pupil
- to provide regular information to parents that enables them to support their child's learning
- to provide the Headteacher and Management Committee with information that allows them to make judgements about the effectiveness of the school

### **Assertive Mentoring**

At Northumberland PRU we follow a system called 'Assertive Mentoring'. The aims of which are:

- to raise standards for all
- to motivate and involve children in their learning
- to inform and involve parents in their child's learning

Assertive Mentoring brings together our existing initiatives and policies. It targets what a child can do, and what they need to do to move to make progress. It reflects the new National Curriculum 2014 and allows teachers and children to set achievable targets in reading, writing and mathematics each half term. The system facilitates sharing these targets with parents and stakeholders so that help can be given to children to achieve more quickly. Children know exactly what they need to learn in order to make progress.

## **Assertive Mentoring is based on a colour coding system**

**Green** means that the child has met expectations in attainment, attitude, achievement and behaviour.

**Yellow** means that the child has nearly met expectations for learning.

**Red** means that the child needs further support with meeting their targets in attainment, attitude and/or behaviour.

### **The advantages of the system:**

- all staff in school use the same approach
- children judge their own learning and behaviour
- children are empowered to take ownership and control of the way they behave and their attitude to learning
- children who have a good attitude to learning and school life are rewarded

## **Readiness for Reintegration Scale**

In parallel to the academia part of the system we measure and record children's behaviour and attitude to school life using our Readiness for Reintegration Scale, and set targets for improvements where they are needed. (*See Appendix 1*)

## **Mentoring files and meetings**

Each child has Curriculum file which will stay with them throughout their time at the PRU. In the file is stored all the information the staff, children, SLT and stakeholders need to be aware of in relation to academic achievement. Some groups use books for their work which are popped into wallets within the file when complete.

In addition each Class teacher has a pastoral file which stores all the information regarding attitude and behaviour.

Mentoring takes place at least once every two weeks and the outcomes are recorded on a mentoring feedback form and then stored in the class teacher's pastoral file. (*See Appendix 2*) Mentoring files are the focus of one-to-one meetings.

## **Planning for Assessment**

We use the school's curriculum plan and subject schemes of work to guide our teaching. In these we set out the aims and objectives and values of our school, and give details of what is to be taught in each half term. We identify opportunities for assessment within each broad unit of work. Lessons are planned with clear learning objectives. These are based upon the teacher's detailed knowledge of each pupil. We ensure that all tasks set are appropriate to each pupil's ability. Our plan makes clear the expected outcomes for each lesson.

Teachers share the lesson's learning objectives with the pupils as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged.

Teachers ask well phrased questions and analyse pupil responses to find out what they know, understand and can do, and to reveal their misconceptions.

We record on our planning sheets and in the children's books, those individual pupils who do not achieve the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by each pupil.

### **Monitoring and assessment**

We seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils from assessing the curriculum. We achieve this by identifying the needs of our pupils, continually reviewing what we do, monitoring data and through asking ourselves questions about our performance and the performance of our pupils. This enables us to make judgements about how successful we are being at meeting the needs of our pupils.

Identifying the starting points for learning from which progress can be measured is an essential feature of our assessment system. Teachers gather information which helps to clarify pupils existing levels of development, knowledge, skills and understanding, as well as their:

- achievements, strengths and needs, in order to determine future priorities and targets
- priorities for learning
- responses to teaching methods and plans, and how they prefer to learn
- use of resources including staff, situations, rooms and materials
- individual responses including those that may indicate progress is taking place, whether planned and targeted or unexpected
- personal interests and motivation
- support needs to access and/or complete tasks

Our systems are underpinned by the following key principles Assertive Mentoring:

- accurate assessment
- informed planning
- focused teaching
- relevant intervention
- accelerated learning
- pupil tracking

Upon entry to the school most pupils bring with them assessments from their schools which indicate curriculum achievements and skills across a range of subjects, particularly in the areas of literacy and numeracy. However, this information is not always provided or accurate.

All new pupils are assessed in Reading, Writing, Speaking, and Maths within two weeks of joining the school to establish attainment upon entry. In addition, a screening assessment: Readiness for Reintegration Scale is undertaken to identify barriers to learning.

### **Recognising Achievement**

Our teachers use PAM performance descriptors to assist them in recognising achievement. The descriptions are used by staff to:

- develop or support more focused day to day approaches to ongoing teacher assessment in order to improve and develop a long medium and short-term planning
- track linear progression
- identify lateral progress by looking for related skills at similar levels across subjects
- record pupils' ongoing and overall development and achievement
- decide which description best fits a pupil's performance over a period of time and in different contexts using their professional judgement

For pupils, progress is about change and development. For most, achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Some may follow the same development pattern as their fellow pupils but not necessarily at the same age or rate. Progress may be made in some areas of the curriculum but not in others. For some of our pupils progress is very difficult to predict

### **Recognising attainment**

Assertive Mentoring involving teacher assessment and SATs are used to recognise attainment.

### **Recording (see marking and feedback policy)**

All information that affects future learning is recorded in pupil books/files and assertive mentoring criteria grids which are stored electronically on our staff share and a hard copy filed in the child's assertive mentoring file. Assertive mentoring reports, half termly reports and end of placement reports are filed in the class teacher's pastoral file. All assessment data is electronically stored in our pupil tracking data base.

Data is gathered and recorded in mark-sheets every half term.

A red, amber, green system signifying emerging, developing and secure is used to demonstrate achievement, effort and attitude in relation to lesson objectives, short term, medium term and long-term targets. This is an ongoing process whereby individual pupil tracking sheets are regularly updated.

We use the pupils' books, teacher's planning sheets and learning records to record progress: pupils who fail, partially meet or achieve learning objectives so that we can take into account when planning for the next lesson.

This data forms the basis of learning conversations between pupil and mentor and takes place every two weeks.

Teachers record the progress of each pupil using individual pupil tracking grids. This enables them to make a judgement about the work of each pupil in relation to expected outcomes and allows us to monitor the progress of each pupil.

Progress updates using target sheets are sent weekly to schools and stakeholders.

Data is collected on the penultimate week of every half term. It is presented for analysis to the SLT. Outcomes are then shared with staff. Pupils whose progress falls outside the expected range will require an intervention plan. A plan of action is agreed at the half termly progress meeting and an intervention diary filed in the assertive mentoring file.

Every term outcomes from data analysis is shared with the leadership team.

At the end of each half term a half termly progress report is sent to parents and carers, schools and agencies containing information regarding a child's effort, attitude and achievement. (See *appendix3*)

At the end of a child's placement, an end of placement report is sent to parents and carers, schools and agencies containing information regarding a child's attainment, effort, attitude and achievement. (See *appendix 4*)

### **Moderation:** (*see appendix 5 for guidance and process*)

To ensure that our systems are robust and data is secure, teachers, discuss progress and judgements so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

### **Monitoring and review**

The school's lead of assessment, the LT and the management committee are responsible for monitoring the implementation of this process.

\_\_\_\_\_ **Chair**

\_\_\_\_\_ **Date**

## Appendix 1:



Northumberland County Council



Northumberland's P.R.U.

This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area.

It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

Allocate a score of between 1 and 4 to each of the statements as follows:

1 = rarely fulfils this criterion

2 = sometimes fulfils this criterion

3 = frequently fulfils this criterion

4 = almost always fulfils this criterion

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform planning for reintegration.

<b>Name:</b>	<b>Class:</b>	<b>Year:</b>	<b>Upon Entry</b>						
Start score: /52	End Score: /52								
<b>Self-Control and Management of Behaviour</b>									
Can accept discipline without argument or sulking									
Can arrive in classroom and settle down quietly and appropriately									
Does not leave the room without permission									
Can accept changes to plans or disappointments with an even temper									
Shows some self-discipline when others try to encourage deviation									
Is aware of normal sound levels and can be reminded of them and respond appropriately									
Does not seek confrontation during unrestricted times e.g. break									
Behaves in socially acceptable manner in public e.g. outings									
Can maintain appropriate levels of behaviour when the classroom routine is disrupted									
Will abide by accepted rules of an organised game									

Goes to and stays in designated areas when requested e.g. playground, hall, etc						
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn						
Behaves appropriately in all areas of the school building						
Points Progress						
Percentage						

<b>Name:</b>	<b>Class:</b>	<b>Year:</b>	<b>Upon Entry</b>					
Start score: /80	End Score: /80							
<b>Social Skills</b>								
Can cope with large numbers of people								
Can accept that teacher time needs to be shared								
Can ask a question and wait for the answer								
Has appropriate communication skills e.g. asking questions and listening								
Can work alongside others in a group situation without disruption								
Interacts and plays in positive ways with peers								
Apologises without reminder								
Asks permission to use objects belonging to another person								
Shows empathy for and comforts playmates in distress								
Chooses own friends and maintains reciprocal friendships								
Makes and accepts normal physical contact with others								
Accommodates other children who ask to join in an activity								
Is self-reliant in managing own hygiene and basic needs								
Shows genuine interest in the news and activities of another child								
Contributes actively to play with two or more children								

Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc						
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue						
Addresses adults and children appropriately by name and with eye contact						
Shares legitimately required equipment with another pupil						
Can take turns in question and answer sessions						
Points Progress						
Percentage						

Name:	Class:	Year:	Upon Entry					
Start score: /84	End Score: /84							
Skills for Learning								
Can work alone without constant attention for brief periods								
Can attempt to listen to explanations and instructions and attempt to act on them								
Understands the structure of the day								
Understands the role of the teacher and other adults in the room								
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc								
Understands that there are different places for lessons other than the classroom e.g. library, hall, etc and behaves appropriately								
Can constructively use unstructured time in the classroom								
Can organise him/herself if help is not immediately available								
Responds appropriately to personal request from teacher								
Will work alongside another pupil without attempting any distractions								
Can organise the materials needed for a task and clear them away appropriately								
Shows appropriate levels of curiosity when changes to the room routines are observed								
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support ( score 3 or 4 if yes)								
Shows a willingness to improve own literacy and numeracy ( score 3 or 4 if yes)								



Can read sufficiently well to understand basic instructions needed for completion of tasks ( score 3 or 4 if yes)						
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks						
Does not get up and wander around the classroom without a purpose (score 3 or 4 if yes)						
Needs a mainstream curriculum						
Does not get impatient if help is not immediately forthcoming						
Is willing to try complete a task independently						
Pays attentions to class discussion and instructions						
Points Progress						
Percentage						

Name:	Class:	Year:	Upon Entry					
Start score: /44	End Score: /44							
Approach to Learning								
Is prepared to work in lessons								
Uses appropriate language and gestures								
Wants to be reintegrated (score 3 or 4 for yes)								
Has parental support								
Is courteous, and shows positive attitude towards staff								
Can show an interest in lessons								
Treats school property with care								
Listens with interest to class explanations								
Can accept disappointments e.g. when not chosen to participate in an activity								
Will sit appropriately without causing a disturbance in both class and general school areas on request								
Shows a sense of humour								
Points Progress								
Percentage								

<b>Name:</b>	<b>Class:</b>	<b>Year:</b>	Upon Entry						
Start score: /52	End Score: /52								
<b>Self-Awareness and Confidence</b>									
Willing to ask for help									
Can accept responsibility for actions without denial									
Can acknowledge own problems and is willing to discuss them									
Can risk failure									
States feelings about self, e.g. happy angry, sad, etc									
Maintains appropriate eye contact									
Contributes to class discussions									
Participates in group work, making constructive suggestions and adapting ideas									
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc									
Accepts public praise and congratulation appropriately in front of a small group e.g. when good work is shown to peers, etc									
Shows pride in achievements and presentation of work									
Has self-esteem e.g respects self and others (score 1 for low self- esteem: depression, unhappiness, insecurity and low confidence)									
Has self - awareness e.g.is aware of strengths and weaknesses, knows what motivates self, knows achievements , what needs to improve as a person									
Points Progress									
Percentage									

The Reintegration Readiness Scale is used as a measure of progress and an indicator that the pupil **may** be ready to integrate in a mainstream school. The score does not trigger an automatic reintegration or guarantee a pupil will maintain these behaviours.

We recognise that the PRU environment is different in many ways to the majority of 'mainstream' schools and any integration is likely to need careful planning and considered support.

## **Appendix 2:**

### **Assertive Mentoring Prompts.**

**Pupil name**

**Week number**

**Date**

Each pupil will have progress reviewed by teacher or support staff fortnightly.

**Barriers to learning / classroom inclusion**

**Strategies to overcome barriers that have been successful.**

**Strategies to overcome barriers that have been unsuccessful.**

**Exceptions:** (where are barriers, weaknesses not apparent?)

**Achievements:** (Strengths, positives, accreditation, certificates, interests.)

**Progress with previous target/s.**

**Amended targets**

**Support, resources or help needed to achieve target should be discussed and recorded.**

**Record issues and outcomes of coaching/ mentoring and arrange follow up sessions.**

**Pupil safety:**

- Ask pupils whether they feel safe include E-safety (record all comments).
- Record how issues and concerns have been followed up.
- Individual Risk Assessment & Risk Management Plan (if applicable)

**Next steps:**


- Discuss, explain and record what is happening next:

Integration, reintegration, review, referral to -----, interview, college placement, placement at-----, proposed statement, statement, exclusion appeal, LAC review, etc.


**Pupil involvement:**

- Pupils should be central to this review process.
- Ask them if they would like anything recorded or filed to inform planning, review or reporting.

### Appendix 3:

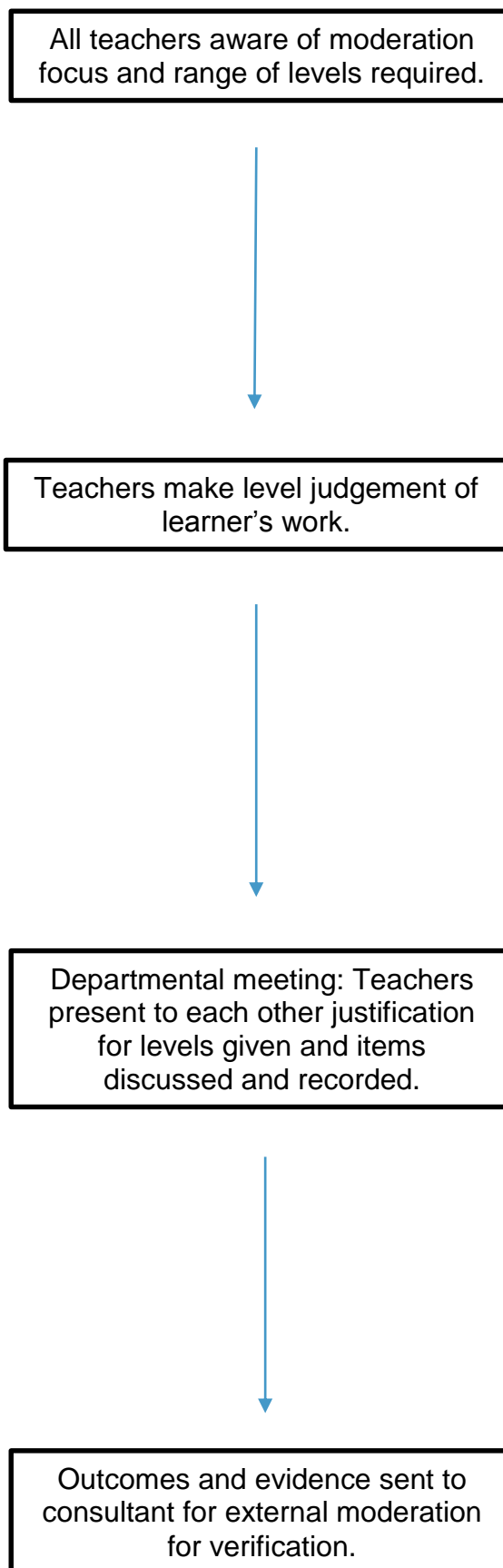
<b>Northumberland Pupil Referral Unit Half Termly Progress Report</b>			 Northumberland's P.R.U.		
Pupil name:		Date of birth:		Admission date:	
School Attendance:		On admission:		Current:	
<b>Teacher Assessment on Admission</b>				<b>Reading</b>	<b>Writing</b>
Below age related expected level					
At age related expected level					
Above age related expected level					
<b>Teacher Assessment on Current Progress</b>				<b>Reading</b>	<b>Writing</b>
Below expected progress made/Intervention plan required					
Expected progress made					
Good progress made					
Outstanding progress made					
<b>Reintegration Readiness Scale</b>					
<b>Behaviour Criteria</b>			<b>On Entry (week no)</b>		<b>Progress</b>
Self -Control and Management of Behaviour					
Social Skills					
Skills for Learning					
Approach to Learning					
Self -awareness and Confidence					
<b>Expected Outcomes:</b>					
<b>Strategies used to overcome Barriers to learning</b>					
<b>Exceptions</b>					
<b>Class Teachers Comments</b>					
<b>Head Teacher Signature</b>					

# Appendix 4:

Northumberland Pupil Referral Unit Placement Report.				 Northumberland's P.R.U.	
Pupil Name	Date of Birth	Admission Date	Date report completed		
Attendance		On Admission	Current		
<b>Literacy: 1 = Never, 4 = Always</b>					
Attainment (Teacher Assessment)		Admission	Current		Expectation
Reading					
Writing					
Numeracy					
<b>Response in class</b>			1	2	3
Demonstrates enthusiasm.					
Demonstrates effort.					
Demonstrates ability to plan and manage time and resources.					
Demonstrates ability to listen attentively to instruction and remains on task.					
Demonstrates ability to cooperate with peers.					
<b>Numeracy: 1 = Never, 4 = Always</b>					
<b>Response in class</b>			1	2	3
Demonstrates enthusiasm.					
Demonstrates effort.					
Demonstrates ability to plan and manage time and resources.					
Demonstrates ability to listen attentively to instruction and remains on task.					
Demonstrates ability to cooperate with peers.					
<b>Reintegration Readiness Scale %</b>			Admission		Current
Self-control and management of behaviour					
Social skills					
Skills for learning					
Self- awareness and confidence					
Approach to learning					
<b>Self-control and Management of Behaviour -</b>					
<b>Social Skills -</b>					
<b>Skills for Learning -</b>					
<b>Approach to Learning -</b>					
<b>Self-awareness and Confidence -</b>					
<b>Strategies used to overcome Barriers to learning.</b>					
<b>Strategies used relating to identified behavioural objectives.</b>					

## Appendix 5: Moderation

**Process:** Annual in Autumn Term for Professional Development/Subject Self Evaluation Purposes



## Appendix 5: Moderation

**Process:** Twice a year in the Spring 1 and Summer 1 to ensure that the school is making accurate judgements of learner's work

