



# Assessment and Recording

<b>Approved by:</b>	<b>Last reviewed on:</b>	<b>Next review due by:</b>
<b>Governors</b>	<b>March 2023</b>	<b>March 2026</b>

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## Introduction

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The CE Academy uses a variety of tools to assess and record both academic and behavioural progress.

Baseline information, which gives us a holistic picture of each pupil, is gathered from a variety of sources when a student starts at the Academy. We will then gather further information throughout the student's time with us for the purposes of assessing behaviour, understanding and progress.

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### Information is gathered from:

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- referral documents
- school files including safeguarding information
- Social Care and Health
- parents and carers
- New Pupil Information sheet
- Baseline Information sheet
- Lucid test for reading age upon admission
- Key Stage tests where available
- Individual Education Plans (IEPs)
- initial meeting with parents/carers and young people

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## Assessment and Recording for learning

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Teachers are expected to keep records of pupil progress. Schemes of Work and lesson plans, which staff are recommended to use should take into account the need for differentiation by task and outcome and the necessity for a variety of teaching and learning styles to provide for the individual needs of all pupils.

Teachers will be expected to use assessment for formative, summative and diagnostic purposes. The CE Academy does not use formal testing (high stakes) as a means of assessment. This is a model that has failed many pupils that attend the Academy and continued use of this will only serve to reinforce a sense of failure and frustration. Staff are very experienced at assessing students' progress and attainment without the need for high stakes testing. Smaller class sizes and a greater emphasis on relationships enable staff to have a much more in-depth knowledge of the individual. A greater emphasis is placed on low stakes assessment that brings the benefit of re-engaging disaffected students and building their resilience. Low stakes assessment can include the following:

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- Question and Answer opportunities
- Key word definitions
- Vocabulary quizzes
- Diagram annotation from memory
- Spaced learning opportunities
- Hinge questions
- Multiple choice activities
- Interactive quizzes

Ongoing records are kept on the Academic Record Sheets and Literacy Intervention records. Academic records are completed at the end of each lesson and provide feedback to pupils, parents and other organisations on pupil progress and areas for development. Literacy Intervention records are reviewed regularly by the Literacy Coordinator.

Key Stage 3 – Where pupils demonstrate additional needs, the SENCO will undertake assessments necessary to inform the submission for an EHCP. Other educational specialists will be involved in this process. See Formal Assessment for Special Needs.

Key Stage 4 - Assessment is mainly through external public examinations. Where required the SENCO tests for Access Arrangements, this need will be identified by staff working with the student.

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## Assessment and Recording for Behaviour

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Assessment of behaviour is made daily and recorded in a variety of forms. Records help to show progress towards targets and provide information for reviews and reports.

**Records of pupil behaviour and progress are kept by means of:**

- Teaching/Case Contact Diary sheets (lilacs – internal document)
- Academic Records
- IEPs
- Debrief Action sheets

The debrief session at the end of each day is an important forum for discussion, recording, planning, assessment and staff development.

Records are kept daily on each pupil and help to both inform and monitor target setting using academic progress and behaviour. Targets are set in negotiation with pupils and parents/carers and form the basis of IEPs which are reviewed at least termly and often more frequently.

The CE Academy uses Edaware to record safeguarding concerns.

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## Pupil involvement

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Young people are encouraged to discuss with staff: work, progress, achievement, plans and hopes for the future and any other issues. Pupil opinion is actively sought and valued at The CE Academy.

## Formal Assessment of Special Educational Needs

The CE Academy works closely with colleagues in the Local Authority in formal assessment procedures under the 1996 education act. The following provide evidence for assessment:

- IEPs
- Academic Records
- Review notes
- School files
- Other agencies input/reports

Relevant documents which both inform and support this policy are:

- The CE Academy Curriculum Policies
- Marking Policy
- Development Plan

### Policy Control Sheet

<b>Version:</b>	02
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<b>Policy Owner:</b>	Adrian Davy - SLT

Document History			
Version	Date of review	Author	Note of revisions
01	March 2020	SLT	
02	March 2023	A Davy - SLT	<ul style="list-style-type: none"> <li>• Addition to introduction to include gathering of information as a continuous process</li> <li>• Addition of Lucid test to Information gathered</li> <li>• Final paragraph of Introduction moved to Assessment and Recording for behaviour</li> <li>• Assessment for learning renamed to Assessment &amp; Recording for learning</li> <li>• Addition of paragraph regarding the use of low/high stakes assessment and the purpose of assessment</li> <li>• Examples of low stakes assessment added to Assessment &amp; Recording for Learning</li> <li>• KS3 testing to include assessment for special needs</li> <li>• Behaviour changed to Assessment &amp; Recording for Behaviour</li> </ul>