

Assessment, Recording and Reporting Policy



School: Jigsaw Pupil Referral Unit

Date Approved by Management Committee: 13.03.23

Signed by Chair: Mr D. Hains

Headteacher: Ms E. Rothlisberger

Review Date: March 2025

At Jigsaw we endeavour to support all pupils in making progress and raise confidence and self-esteem. We see assessment as central to this. This includes:

- Teacher Marking work and feedback
- Observations and Group Work Formal Summative Assessments (Including National Tests)
- Baseline Assessment using standardised tests and this is administered termly
- Termly targeted objectives

This policy is written in line with all subject based policies, English, Maths and the Marking and Feedback Policy.

Principles

Assessment of children can take different forms including observations and discussions as well as the formal assessment of written work and tests.

Every term pupils across school are formally assessed and data tracked. This is then provided to parents and carers as well as the Management Committee.

As well as Marking and Feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.

Monitoring and Evaluation both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail by the Head teacher and Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support. Lesson Observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

Special Educational Needs

Pupils identified as SEN may be assessed using some of the other baseline assessment tools, such as Lass, Cops, YARC

Teacher Assessment

On-going teacher assessment is central to pupils making good progress. All pupils have personal targets which are changed termly. Staff continually evidence against these targets. These are completed throughout the day by staff and used to inform the planning of next steps. Each piece of work has a sticker attached which:

1. Clearly states the Learning Objective for the lesson
2. Allows the teacher to assess against the Learning Objective and link to Focus Grids using the Green, Amber, Red system
3. Allows for next steps target for the pupil marking of work, discussions and observations inform the on-going assessments of pupils.

Teacher assessments are done alongside the HT and DHT for moderation purposes. At the end of each term schools will be informed of progress. If any ongoing teacher assessments are needed these will be provided to referring school.

Assessment in Key Stage1 and 2 (English and Mathematics)

Along with on-going teacher assessment, more formal assessment is collated during our termly Assessment Week.

Teacher assessments are entered on to the schools tracking system and progress maps created to show progress against targets. The children are usually two targets in Reading, Writing, Speaking and Listening, Maths and Behaviour/PSD. This progress is based on specific measurable targets rather than the whole curriculum. Unless we need an end of key stage judgements, staff will not be making judgements against year objectives.

On arrival, Jigsaw will ask a referring school what year group the pupil is working within to help setting appropriate targets. When staff assess pupils within Jigsaw, it may be necessary to discuss this baseline assessment.

There are difficulties in determining what expected and above expected progress might look like given Jigsaw's unique way of setting 'plugging the gap' targets for pupils in academic areas and the fact that pupils are virtually all part-time and on short term placements. Nevertheless, having a gauge like this can help show others how well pupils do progress overall when they are at Jigsaw. Targets are well matched to pupil's needs in reading, writing, speaking and listening and maths once a baseline assessment has been established.

Two targets are in all areas for Maths and English for pupils attending 4/5 days a week. Pupils who attend two days a week will be set one target and pupils who are at age expected or above will be given one additional target in each area. They are expected to make two points progress (good) on a three-point scale. When they make three points they have exceeded expectations. Pupils who attend 2 days per week usually have one target in each area.

- Pupils who have two targets and achieve 4 points then this is expected (good) progress
- Pupils who have one target and achieve 2 points then this is expected (good) progress
- Pupils who have 2 targets and achieve 5 or 6 points then this is above expected (outstanding) progress

Personal and Social Development Tracking

Pupils are usually set a target of moving on at least 1 point of progress per term. Staff will identify the “next steps” necessary to move a pupil forward. For some pupils we are aware that they find specific areas difficult, especially if they have an identified need (eg ASC / ADHD).

It is an area where pupils don’t always make predictable progress. Pupils who made less than good progress will be identified in the pupil progress meeting and plans to move them forward will be identified. We use our own behaviour checklist (SEBS) to identify targets and show progress. Our most recent new pupils have come with a completed baseline from their school. Behaviour targets will be linked to this and future progress will be measured against these targets.

All of this data is analysed to identify groups and individuals who may require further intervention and those who are making accelerated progress.

Targets for pupils are set at the start of each term and discussed during Pupil Progress Meeting termly throughout the year. These targets are linked to Performance Management Systems.

The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

Assessment Data is provided to parents three times a year at Academic Reviews, at 6 weekly school reviews and within an end of year report.

Assessment within Curriculum Subject Areas

We have created our own curriculum for all foundation subjects. Teachers will initially predict what level they are going to teach each child from three levels of difficulty. We call this foundation, standard and extension. As teachers teach each objective they give children an assessment of 1,2 or 3 as stated earlier.

Roles and Responsibilities

Management Committee: Monitor whole school progress data with support of HT and DHT

Head Teacher / Deputy Head Teacher: Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: complete all work to highest of standard in order to make good progress in school.

Baseline Formative Assessments

Conducted on entry to Jigsaw

- Reading - Yarc
- Writing – Assessed writing from school
- Maths, Basic number
- Phonics - RWI
- Speech and Language

September

- Performance Management Reviews

Autumn Term

- Ongoing formative and summative assessment
- Writing Assessment
- Target Assessment completed for English (including Spoken Language) and Maths
- Data Input and analysis
- Pupil Progress Meeting – Dec
- Academic Review

Spring Term

- Ongoing formative and summative assessment
- Writing Assessment
- Target Assessment completed for English (including Spoken Language) and Maths
- Data Input and analysis
- Pupil Progress Meeting – March

Summer Term

- Ongoing formative and summative assessment
- Writing Assessment
- Target Assessment completed for English (including Spoken Language) and Maths
- Data Input and analysis
- Pupil Progress Meeting – June
- Academic Review

On-going Formative assessment through Marking, Observations, Stickers Assessment, Focus Grid updates, Target setting and Informal Discussions

Autumn Term

- Whole school analysis of data
- School Improvement planning and Target Setting
- Performance Management Targets
- Monitoring/Moderation of Assessment
- Present to Management Committee
- Pupil Progress Meetings
- Pupil School Reviews

Spring Term

- Whole school analysis of data
- School Improvement updates
- Performance Management Reviews
- Monitoring/Moderation of Assessment
- Present to Management Committee
- Pupil Progress Meetings
- Pupil School Reviews

Summer Term

- Whole school analysis of data
- School Improvement planning and Target Setting
- Performance Management Targets
- Monitoring/Moderation of Assessment - Transitions
- Present to Management Committee
- Pupil Progress Meetings
- Pupil School Reviews

Assessment Flow Chart

