



# Planning, Assessment, Recording & Reporting Policy

Reviewed November 2024

London Road, Balderton, Newark, Notts NG24 3AL  
Telephone: 01636 682255  
Email: [Reception@newarkorchard.notts.sch.uk](mailto:Reception@newarkorchard.notts.sch.uk)  
Website: [www.newarkorchard.notts.sch.uk](http://www.newarkorchard.notts.sch.uk)

## PLANNING, ASSESSMENT, RECORDING AND REPORTING POLICY

### INTRODUCTION

This document is a statement of the aims, principles and strategies used in the planning, assessment, recording, reporting and the celebration of achievements of the pupils of Newark Orchard School. It reflects the aims and values of the Curriculum Policy.

Our ethos is to offer each and every child attending the school the opportunity to develop not only academically but also socially and emotionally. We have developed our curriculum to offer individual pathways for each pupil.

At Newark Orchard School, assessment is used effectively to promote learning and raise standards.

On entry to the school a baseline assessment will be carried out to determine which pathway is the most suitable, considering both the age and stage of each pupil.

The use of the Engagement Scale will be used for the younger pupils who are not ready to access subject specific learning. Engagement with Adulthood will be used in Key Stage 3 and above 4. For pupils who are working at subject specific learning, they are offered a broad and balanced curriculum with assessment for English, maths, and Science following the SOLAR steps and the use of SOLAR to assess RSHE using our own stages. For pupils in the 14-18 department a suitable accreditation pathway will be followed which considers their progress up to the end of year 9 (Appendix 1). Teachers will record and analyse the progress of each individual which then informs planning and target setting.

The following strategies are used across the school to promote progress;

- Planned assessment opportunities included in medium and short term planning which reflect, where possible, EHC Plan targets, Personal Educational Plans and termly targets.
- Every pupil has a target sheet which is used to record on-going progress in the classroom, and shared with pupils where appropriate.
- Appropriate Feedback is given which leads to pupils recognising their next steps and how to take them.
- Comment sheets are used to record progress made in individual lessons which demonstrates progress over time
- The whole process involves teachers, teaching assistants and pupils where appropriate, in reviewing and reflecting on assessment data

These aims, principles and strategies are an integral part of our teaching, are uniform across the school and transferable between classes and teachers. Using the Engagement Profile, SOLAR steps, Engagement into Adulthood and a range of Accreditation, individual pupils' achievement and rate of progress are recorded and able to be tracked as they progress through the school. By ensuring the framework is uniform, we are able to provide and demonstrate an ongoing assessment of each pupil's learning as well as demonstrating the balance and breadth of the curriculum on offer. We offer all pupils an opportunity to show what they know, understand and can do. We recognise that the academic curriculum does not encompass all learning; there is a

wider curriculum linked to our pupil's personal and social development which encourages the development of independent life skills, social empathy and citizenship. This is tracked and monitored through our Life Skills booklets.

The records kept by the school which cover English, maths, science and RSHE, are available to parents/carers and are an essential part of each child's education. Our planning framework is a closely-knit system in which assessment and recording are a crucial element in informing short term planning. The medium term and long-term planning consider the nature of individual pupils, the breadth of their experiences and the knowledge they require and is closely linked to the requirements of the National Curriculum. The records kept demonstrate learning and give us information on the breadth and balance of the curriculum we offer to each and everyone.

## **CURRICULUM PLANNING**

Our system includes long term planning ( 2 or 3 year cycle), medium term planning (termly) and short term planning (weekly).

### **LONG TERM PLANNING**

Our curriculum in Foundation and in Key Stage 1 to Key Stage 4 is guided by and reflects the National Curriculum, including EYFS and the individual needs of the pupils. All Schemes of Work are designed to give a balance of time to be spent on each curriculum area. Then follow a sequence of progress which is reflected in the planning.

There are separate plans and objectives for each key stage. The Foundation Stage learning objectives are based on the Prime areas of learning differentiated into smaller steps to meet the needs of the foundation stage pupils.

In addition, the curriculum in the 14-18 department is influenced by a range of accreditation opportunities. The department offers AQA Entry Level, low level GCSE, ASDAN Life Skills and Functional Skills in maths and English as well as vocational accreditation through AIM Awards Independent Living and Skills for Employment and Further Learning (SEFL) qualifications.

### **MEDIUM TERM PLANNING**

Our medium-term planning develops the framework through the use of learning objectives that cover the needs of all the children in each year group. The medium-term planning identifies the learning objectives, activities, assessment opportunities and differentiation for each unit of work. It also considers each pupil's PEP (Personal Education Plan) and termly targets. Medium Term planning is completed at the beginning of each term through consultation in team meetings that consider each child's targets and needs for each unit of work.

### **SHORT TERM PLANNING**

Our short-term planning ensures that individual needs are met within the classroom whilst considering the board and balanced curriculum. It is accessible for all those in the class team, a week in advance so all can prepare for the day to day learning.

### **MONITORING**

Deputy Head Teachers are responsible for monitoring progress each term. They meet with the teachers to discuss progress and to agree interventions for pupils who are not making expected progress.

The Curriculum Team leader oversees the subject coordinators who are responsible for monitoring the medium term planning to ensure it meets the relevant requirements.

Subject Coordinators are also responsible for monitoring their own subjects across the school.

## **MARKING AND PROVIDING FEEDBACK TO CHILDREN**

Marking of work and feedback to children reflects the learning intentions for tasks, topics and units of work. Each piece of work is marked by the teacher or teaching assistants, and where applicable alongside the pupil to enable each pupil to understand how they might improve and make further progress.

Quality marking provides positive feedback and promotes high expectations linked to the main learning objectives. Opportunities are given, where possible, to follow up after marking to ensure pupils understand and are able to respond in terms of improving their work and achieve higher standards. Quality marking brings motivation and direction to the pupil's learning activity. It can take the form of oral or written feedback.

Quality marking by teachers and teaching assistants is consistent and in line with the overall policy on assessment, recording and reporting throughout the school. It enables all pupils to understand their own achievements and to know what they need to do next to make progress. It sets the pupil's particular performance in the context of the work's purpose and previous efforts.

Feedback in written form should focus on the success criteria already established, be positive in tone and personalised and reflect the level of understanding of the pupil it is intended for. When work reflects targets they should be referred to and commented on - this gives the marking focus. Use of targets encourages pupils to take ownership of their learning. Lesson objectives are defined by the teacher but the pupils have a real investment in choosing targets for improving their work where appropriate.

Where appropriate, pupil self-assessment is encouraged and pupils supported to refer to learning objectives from class lessons and targets. Pupils are encouraged to reflect upon their work on a regular basis. The information gained from marking, together with other observations, informs future teaching plans and targets.

For practical activities the use of comment sheets will be utilised to record progress towards targets and any relevant achievements made in lessons

There is a separate Feedback Policy.

## **ASSESSMENTS**

Baseline, Key Stage and class records are recorded in SOLAR or on individual Engagement Profile record sheets or Accreditation tracker sheets. This data enables a clear monitoring system for pupil's progress and rates of progress. The data gained from this allows the school to set realistic, but challenging targets for pupil's progress annually. Results are able to be analysed and demonstrate progress and achievement throughout the school for individuals and cohorts of children. These records are updated termly and a target date of predicted achievement of the next stage of progress is able to be recorded.

## **RECORDING, REPORTING AND CELEBRATING ACHIEVEMENTS**

The following areas inform us of pupil's achievements:

- Personal Education Plans (PEPs)
- EHCP reviews
- End of year reports
- Behaviour Improvement Plans (BIPs)
- Assessment- baseline assessment, Key Stage SATs, Teacher assessments, pupil self - assessments and written work.
- Summary of attainment records.
- Collected assessments and analysis in SOLAR.
- End of week and term assembly rewards celebrating personal achievements.
- Moderation activities.
- Progress recorded on the life skills booklets

### **PEPs LINKED TO PUPIL'S EDUCATION HEALTH & CARE PLAN**

Within each pupil's first term at school they will have a baseline assessment in the core subjects and SMSC. This assessment and the pupil's EHCP informs the priority targets for the pupil's PEP and which will be specific and achievable within a set period of time. Achievements will be recorded using Engagement Scale or SOLAR or Accreditation assessment trackers and will allow teachers a frequent review of progress and inform future PEPs

EHCPs and PEPs consider the progress each pupil has made against the education objectives in the document and also against the teaching and learning targets set the previous year. The EHCP looks at key areas of need and how all involved can support the pupil's progress. Parents/carers are also asked to contribute to a yearly review of the EHCP of how they view their child's progress since the previous review.

PEPs need to be objective and show evidence of accountability. We put information in a positive way that is realistic and readable by the parents/carers. The date of the EHCP review meeting is set at the beginning of each school year and a letter sent to parents/carers informing them of the date and time. The EHCP review is a joint meeting where staff, parents/carers and other named professionals can discuss and make decisions as to the appropriateness of the EHCP and realistic and achievable priority targets for the forthcoming year. Children will be given an opportunity to join the meeting for a time appropriate to their needs and understanding to share examples of their work and to offer their views if possible. A copy of the review and decisions made is collated and sent to all involved.

### **BENCHMARKING**

Moderation activities take place regularly to ensure consistency within Newark Orchard School and across the Nottinghamshire Special Schools.

### **CONCLUSION**

Planning, assessment, recording, reporting and celebrating achievement are an integral part of our teaching, are uniform across the school and transferable between classes and teachers.

Our pupils are given the opportunity to improve learning through assessment by:

- The provision of effective feedback to pupils
- The active involvement of pupils in their own learning
- Adjusting teaching to take account of results of assessment
- Recognition of the profound influence assessment has on the motivation and self esteem of pupils, the need for pupils to be able to assess themselves and understand how to improve
- They are challenged to meet their daily, weekly and termly targets and rewarded for doing so.



## APPENDIX 1

### Accreditation Pathways

#### Maths KS4

Working At:	SOLAR Stage 5 or below.	SOLAR Stage 6	SOLAR Steps – Year 1	SOLAR Steps – Year 2	SOLAR Steps - Year 3
KS4 Pathway:	SOLAR steps or Engagement into Adulthood.	AQA ELC Maths E1	AQA ELC Maths E2	AQA ELC Maths E3	AQA GCSE Maths

#### English KS4

Working At:	SOLAR Stage 5 or below.	SOLAR Stage 6	SOLAR Steps – Year 1	SOLAR Steps – Year 2	SOLAR Steps - Year 3
KS4 Pathway:	WSP English	AQA ELC English E1 (silver step)	AQA ELC English E2 (silver step)	AQA ELC English E3 (gold step)	AQA GCSE English

#### Maths P16

Working At:	SOLAR Stage 5 or below.	SOLAR Stage 6	SOLAR Steps – Year 1	SOLAR Steps – Year 2	SOLAR Steps - Year 3	
P16 Pathway:	SOLAR steps Maths ASDAN LSC Maths WTE1	ASDAN LSC Maths E1 NCFE FSQ Maths E1	ASDAN LSC Maths E2 NCFE FSQ Maths E2	NCFE FSQ Maths E3	NCFE FSQ Maths L1	NCFE FSQ Maths L2

English P16						
Working At:	SOLAR Stage 5 or below.	SOLAR Stage 6	SOLAR Steps – Year 1	SOLAR Steps – Year 2	SOLAR Steps - Year 3	
P16 Pathway:	SOLAR Steps English ASDAN LSC English WTE1	ASDAN LSC English E1 NCFE FSQ English E1	ASDAN LSC English E2 NCFE FSQ English E2	NCFE FSQ English E3	NCFE FSQ English L1	NCFE FSQ English L2

KS4		
Explorer (informal)	Adventurer (semi-formal)	Trailblazer (formal)
Engagement Profile	WSPs – English WSPs – Maths WSPs – Science	AQA – English (E1/2/3) AQA – Maths (E1/2/3) ASDAN – Science short course ASDAN – PSHE short course
P16		
Explorer (informal)	Adventurer (semi-formal)	Trailblazer (formal)



Engagement Profile	WSPs – English WSPs – Maths AIM – Independent Living (E1)	AIM FS – English (E1/2/3) AIM FS – Maths (E1/2/3) AIM – Independent Living units (E1/2/3) ASDAN – CoPE (L1)
--------------------	---	--