



Assessment and Record Keeping -
Making the difference

Curriculum Policy: Assessment and Record Keeping



POLICY FOR ASSESSMENT AND RECORD KEEPING

INTRODUCTION

This document details the process and content of assessment and record keeping at Vbranch House. This includes individual pupils' records and curriculum records.

It is intended to give an overview of all the documentation used by class teachers with reference to the pupils' records and assessment procedures. The pupil record sheets, and curriculum sheets record the pupils' work in order to show progression and factual evidence of work done. They are used as an indicator of progress made by each individual pupil in all areas.

Information written to pupils' files should be regarded as available to be inspected on request. This does not apply to notes kept by a member of staff as an aide memoire which are not intended to be passed on to another teacher when the pupil moves class.

All documents and reports must be kept and appropriately archived.

Pupil Records

- Individual pupil records
- Individual education files
- Therapy / Clinical Files

Assessment Records

Other Records

Curriculum records



PUPIL RECORDS

Individual Pupil Records

A full individual pupil file is kept for each pupil in the Head Teacher's office. These records contain:

- EHC Plan/ Statement of SEN.
- Interim Reviews/Annual Reviews.
- Admission documents.
- Correspondence.

Individual Education Files

Individual Education Files are kept in the class rooms. These files contain:

- Initial assessment.
- EHC Plan / Statement of SEN.
- 6 monthly / annual reviews.
- EYFS and/or VIEW assessment records.
- Current goals. My Goals are reviewed and evaluated each term. The goals are set by the multidisciplinary team around the pupil in conjunction with the pupil and parents. My Goals and their evaluations are sent home termly.
- Previous goals.
- Other assessments (e.g. VI, HI).
- Advisory Teacher reports.
- Shared placement information (e.g. visit reports).

Therapy / Clinical Files

Therapy / Clinical files are kept in the therapy department. These contain:

- Physiotherapy, occupational therapy, hydrotherapy progress notes and programmes.
- Correspondence from professionals (consultant paediatrician, GP, dietician, orthoptists, dentist, etc.)
- Medical and care information, including feeding regimes, toileting plans, etc.
- Moving and Handling plans and risk assessments.
- Equipment.
- Orthotics.
- EHC Plan / Statement of SEN.
- Shared placement information.



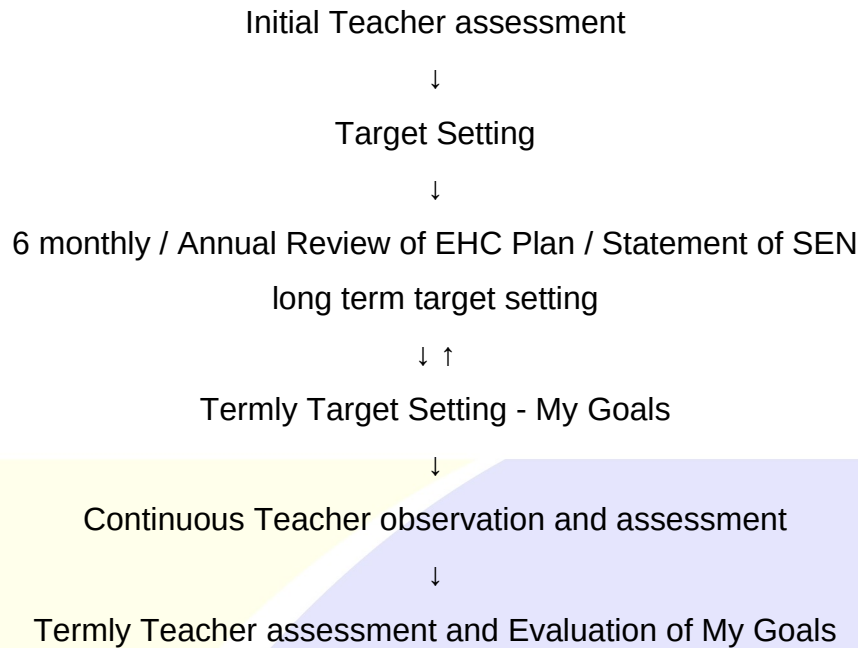
ASSESSMENT RECORDS

For the vast majority of pupils and Vbranch House School, hand-written work is not an efficient medium for recording engagement with and understanding of concepts taught each day. Some pupils may be able to use assistive technology to produce their work in print, though this may still not be their primary mode of communication and will be too fatiguing to use all day long.

To demonstrate the true extent of their understanding and engagement with tasks, every pupil will have evidence of their progress captured in photographs and short video clips using the Earwig Academic secure website. This ongoing logging of evidence will be supplemented with a full assessment against their individual targets on a termly basis, which is then recorded on pupils' progress sheets kept on the Hub. These sheets may then indicate that a pupil has exceeded a target or, for a specific and clearly stated reason, the target set no longer remains appropriate and a new target will be set and parents will be informed. If this new target deviates from working towards achieving an Outcome set at Annual Review, then the funding authority will also be informed.

- Termly Individual 'My Goal' target setting.
- Termly Individual assessment of progress against My Goals
- Continuous assessment of progress recorded on Earwig Academic
- EYFS profile (kept within Earwig)

Pupil assessments



OTHER RECORDS

- Food diaries (as needed) - In pupils' individual diary.
- Lunchtime tablemats - In kitchen.
- Medical diaries (as needed) - In pupils' individual diary.
- Behavioural diaries (as needed) - In pupils' individual diary.
- Moving and Handling Plans and risk assessments – in classes, in therapy / clinical file and on the Hub.
- Pupil passports on display.

Annual Reviews

- These are organised at the LA's request at the school where the pupil spends the majority of time. They are held annually or 6 monthly if the pupil is under the age of five. Review meetings held at Vbranch House are usually held on a Friday afternoon. A representative from Vbranch House will attend the annual review meeting at mainstream settings.
- The Head Teacher requests written advice from the parents and all those involved with the pupil at the same time as notifying the meeting date.

- When a pupils' needs have changed significantly or they due to transition out of Vbranch House School, a pre-review meeting is held in school where all relevant staff discuss the pupil's progress and prepare a joint report for the annual review meeting. This report needs to be available to be circulated to those invited to the meeting at least two weeks in advance along with other reports received.
- Following the review meeting a summary document is completed by the Head Teacher (or SENDCo in a mainstream school). This is sent to the 0-25 SEN Team who reviews the EHC Plan / Statement in the light of the report and any other information they consider relevant.

CURRICULUM RECORDS

Curriculum policies are available on the Vbranch House website and on the Hub.

Copies of plans, timetables and copies of letters to parents should be handed to the Head Teacher by the end of the second week of each term.

Each teacher keeps curriculum records; these files contain:

- Long term plans – 3 year cycle of whole school curriculum.
- Medium term planning documents (termly).
- Group and session plans as appropriate.
- Current timetable.
- Copies of risk assessments for educational visits.

Earwig Academic is the online platform used at Vbranch House to capture evidence of each pupil's learning and progress against the VIEW curriculum, with time. Within Earwig, each child has their own unique 'Timeline' which acts as a permanent record of all they have achieved; parents & carers have real-time access to their own child's Earwig Timeline. Home-School diary entries are also sent home every day.

Curriculum policy – Appendix A

AQA - Internal moderation

Purpose - Internal moderation is a procedure carried out at Vranck House to ensure that the decisions of all teachers acting as internal AQA assessors are consistent and fair to all learners. This process is also a requirement of the Awarding Organisation (AQA) and an essential element in our moderation process with External Moderators.

Schedule of moderation

All staff involved with AQA programs of work will have initial training from the Head of Education (HoE) in how to capture and document pupil evidence, what constitutes strong evidence and what is expected in terms of declaration of pupil's having completed tasks independently; or with clearly statement of any assistance given by supporting adults.

The HoE will lead internal moderation of AQA coursework and evidence capture with all teachers running AQA programs of work, at a frequency of not less than once a term. Examples of resulting moderated evidence submissions will be kept in a log, held in the HoE's office, for verification by the External Moderator and for future training purposes.

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