

# **Elysian**

## **Pupil Assessment, Recording & Reporting Policy**



**Adopted: January 2020**

**Date of next review: January 2021**

**Updated: July 2020**

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

Elysian regards assessment as a critical element of teaching and learning. Valid, regular and various assessments of pupils' progress inform both teachers and pupils as to how they are doing, what progress they are making and areas to work on. We view assessment and feed back to the pupil as an ongoing part of the therapeutic learning process rather than in addition to it.

We will set both formative and informative assessment tasks as part of day to day teaching through marking, testing and providing opportunities for self and peer assessment.

Elysian will carry out base line assessments for numeracy and literacy, firstly when pupils join and then bi-termly to measure progress. Elysian also uses a baseline assessment which measure cognitive, emotional, behavioural, environmental and social difficulties that are affecting the pupil's ability to learn. This assessment involves the pupil and the teaching staff giving a more holistic snap shot of the pupil's individual needs. The needs identified are then used to inform the pupil's PSHE curriculum and Individual Learning Plans.

All summative assessments will be carried out in a sympathetic way that is appropriate to each pupil. Where appropriate, examinations at levels from EL1 to L2 (GCSE equivalent) are encouraged sensitively to ensure anxious learners develop the confidence and self-assurance to stretch themselves to achieve their potential. Due to the high anxiety levels of the majority of pupils at Elysian, examinations will only be encouraged where it gives the opportunity for enhancing self-esteem and mental health rather than increasing anxiety and stress.

On entry to Elysian an initial assessment will be made taking the following into account where appropriate and available:

- The pupils Education and Health Care Plan
- The pupils' previous school records and data
- Professional reports including Education Psychology and Clinical Psychology reports
- Elysian's baseline assessments

These assessments will enable staff to:

- Identify each pupil's level of achievement
- Identify specific difficulties which are affecting pupil progress
- Identify specific issues which are affecting the pupil's readiness to learn
- Plan and implement appropriate learning experience and behavioural support which promotes pupil progress. This in turn informs the development of Individual Education Plans, and day to day lesson planning.

Marking work will be carried out in a timely fashion and respond meaningfully to what learners have done, focusing wherever possible on the positives. Marking codes used are WWW (What Went Well) and EBI (Even Better If). EBI focuses on the subject knowledge and not the presentation of the work (unless writing presentation is a specific part of the lesson)

Marking and all comments on work across the school is carried out by all staff **in green pen.**

The decisions of what to correct will be influenced by Elysian's knowledge of the pupil; the learning level and the learning journey of the pupil with the aim that confidence and self-esteem are increased rather than diminished.

For the pupils to assess their own work, a simple system using colour coded stickers is used. They can choose a sticker that means that they either need a **LOT** of help, **SOME** help or when they can complete the task / work without the tutor's input, **NO** help. This is also known as WIS (What I Say). We will encourage peer assessment when it is appropriate for them to do so. Reminders of the assessment procedures are on the walls in each classroom.

Elysian's assessment process will:

- Contribute to the therapeutic ethos of the school.
- Ensure that feedback to the pupil is delivered in a way so as to enhance self-esteem and good mental health
- Be delivered to the pupil in an appropriate and differentiated way
- Assess pupils' achievements in each subject in ways that are valid, varied and fair
- Comment on both effort and attainment and set specific targets with the pupil
- Inform pupils what is being assessed and provide success criteria
- Enable staff to build a clear and accurate picture of pupils' abilities to inform teaching and learning
- Inform pupils and parents and carers about achievements and concerns in their learning
- Ensure electronic and hard copies of all assessments and examinations inform next steps and are kept orderly and are available for inspection
- Positively praise all achievements no matter how small
- Collect meaningful data on pupil progress and use the information to set targets and compare with other national outcomes
- Ensure a termly report is completed to inform both pupils and parents / carers of progress and next steps
- Use all assessment methods as a positive tool for encouraging learning

Elysian termly reports will use the guiding principal that all reports are written in a positive, personal an individual way. Our reports will focus on the wider holistic progress and achievements of our pupils as well as including academic and behaviour data.

**This policy will be reviewed annually by the Head of Education**



# Individual Learning Plan (ILP)

<b>Name:</b>	<b>DoB:</b>	<b>Date:</b>
<b>Days Attending:</b>	<b>Times:</b>	

## 1. Contributors to ILP:

Name	Agency/Relationship	Contact Number	Signature

## 2. Profile:

<b>Skills, Strengths and Interests</b>	
<b>Young Person's Expectations</b>	<b>Parent/Carer's Expectations</b>
<b>Local Authority Expectations</b>	
<b>Health and Safety Information</b>	

### 3. Adjustments and Inclusive Strategies:

Adjustments	Strategies
Timing	
Scheduling	
Setting	
Presentation	
Response	

### 4. Care Goals:

General Area	Key Focus

### 5. Specific Learning Goals:

Goal	Strategies	Evaluation/Review