



ASSESSMENT, RECORDING AND REPORTING POLICY

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Reviewer	Angel Knowles
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Defining Progress

The main aim of the assessment process must be to facilitate progress in a pupil's learning. It is an integral part of the teaching and learning process and is a valuable formative and summative tool. Effective assessments can help provide:

- A record of progress
- An acknowledgement of both academic and non-academic achievement and underachievement
- Information on the student's readiness for future learning
- Information on the effectiveness of teaching methods and the scheme of work

The outcomes of assessment should be used to modify teaching methods as well as indicate pupil progress and not to shame or discourage students who do not achieve. Furthermore, positive, and constructive assessment feedback can be a powerful tool in raising a student's self-confidence.

Progress Targets at ELKOLET's Alternative Provision will be monitored on an individual basis and compiled of both academic and non-academic targets which are tailored to the needs and aspiration of the student. At ELKOLET, our aim is to help prepare young people for their future, whether that be through further education or a work placement alongside education.

Measuring Progress

Each student's most recent school will be expected to provide previous attainment records of every referred student. The records will help provide a base by which to measure progress. As testing and assessment can be daunting for some students, or a student may be a school refuser, ELKOLET will always assess the academic and non-academic level of the student within the agreed probation period. This will be done in a sensitive manner, throughout lessons, attempting to avoid known triggers so as to encourage the student to settle.

Students have an entitlement to know both their current level of achievement and what they need to do so they are able to progress to the next level. Students will be encouraged to embrace challenge with optimism and realism and to respond to the opportunities and support available.

Assessment

All assessments that are delivered to students will be with the support of the Commissioner.

Depending on the type of placement and agreed action plan, the following may be assessed:

- Attendance
- Literacy
- Numeracy
- Personal and social development
- Attitude and engagement with learning
- Academic attainment in chosen subjects and activities.

By teachers and learning facilitators:

- Formal assessments in lessons - oral, written, and practical

- Formal examinations - written papers and portfolios
- Project work
- Informal classroom observations

By learners:

- Self-assessment and peer assessment will be used to foster a culture of mutual support and constructive criticism.

Recording Progress

All teachers and learning facilitators will keep records of their assessments on each student's file. The records will contain the quantitative results of standardised assessments as well as qualitative results of observations and social, emotional, and mental health assessments. These records will also be securely shared with the Commissioner to aid in the student's academic attainment

Reporting Progress

There will be a continual dialogue between each learner and their teachers and learning facilitators based on the records described above. Academic progress will be discussed alongside targets such as confidence, a willingness to embrace challenge, a willingness to take responsibility and gaining a personal vision for life, improvement in self-awareness, self-control and social skills.

Regular progress reviews will be held to celebrate and encourage success, formulate plans and targets and to stimulate aspiration.

The choice of a particular strategy will be determined by the context and the needs of the recipient.

Reporting to the Commissioner includes:

- Written progress reports
- Termly review meetings
- Regular conversation with the Commissioner's designated contact

Reporting to the student

- One-to-one sessions to target specific areas and celebrate the success areas
- Consistent and swift feedback on assessments

Reporting to the parent/guardian

- Regular phone/messaging communication on progress
- Termly review meetings with the Commissioner and ELKOLET