



RECORD OF ISSUE

ISSUE	DATE	SUMMARY
1	January 2011	Issue 1
2	January 2014	Review follows a change of Headteacher – contributed to by staff
3	May 2017	Review to include new assessment structure put in place from September 2016
4	January 2019	Review
5	April 2020	Review
6	July 2022	Review
7	January 2024	Review

DOCUMENT CONTROL

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Principles

Appropriate assessment arrangements of the following kind play an integral part in helping our pupils fulfil their potential:

- baseline information is gathered upon admission from school and through class assessment
- individual learning styles and needs are recognised and respected
- external, multi-agency assessment is sought, as appropriate
- achievements of pupils are appropriately recorded through the internal progress monitoring system
- behaviour and classroom success is reported and celebrated through the reward system
- pastoral needs of pupils are assessed collaboratively with pupil, parent and key teachers and through reviews, briefings and staff meetings- information is disseminated to relevant staff

Assessment:

- is clearly defined in the learning intentions and success criteria which is shared appropriately with the pupil/s concerned
- is integrated into the planning and processes of teaching and learning
- forms the basis of regular discussion with the pupils
- helps pupils to be constructively self-critical and improves their motivation and self-esteem
- leads to further detailed exploration of areas presenting difficulties
- informs decisions about future learning activities to be undertaken
- takes place in the context of full recognition of the wider achievement of pupils
- leads to judgements about pupil achievement which are consistent and reliable
- provides information for reporting regularly to parents/carers
- is established within a manageable framework

Assessment by staff is well grounded in these principles and is of great value in securing continuity and progression.

What we aim achieve:

- The assessment model is focused on developing the knowledge and skills required for successful achievement toward re-integration and in KS4, toward gaining a range of qualifications appropriate to finding employment, training or further education. This will depend on what our students can realistically achieve depending on ability, work ethic and other influences on their learning and life.
- That all students will be challenged and can be given the opportunity to attain the best possible skills for progression during their education.
- All teaching will consider differentiated approaches for each pupil and assessment targets will be personal to the individual students.
- Marking and oral feedback with students in lesson will give them the opportunity to improve, develop and secure their understanding of key ideas and targets.
- Assessments will structure future teaching and learning, including intervention needs when necessary.
- All pupils will engage with their education and will be aware of their required targets.

- Targets are to be aspirational, achievable yet challenging. The assessment structure is envisaged to provide motivation for students to succeed by including strands where students are progressing towards target.

Procedures

Prior to a pupil's admission to the PRU, information will be collected by the Key Teacher. Personal details, such as date of birth, address etc will be recorded on an admission sheet which will be kept in the pupil's file. **Before a pupil is offered an induction meeting and admission date** the following information will be requested from school:

- report(s) from school and any other relevant information (e.g. IEPs, incident forms etc) – this should all be entered on the PRU passport document available on the website;
- school attendance records;
- report from other external specialist educational agencies as appropriate (e.g. Specialist Advisory Teaching Service; County Psychological Service);
- copies of the pupil's Early Help Assessments and/or Education, Health & Care Plan if appropriate;
- copies of relevant records from health professionals (e.g. Clinical Psychologist, Child and Adolescent Mental Health Team, Speech/Physiotherapist etc), if appropriate;
- copies of reports from other relevant agencies (e.g. Social Services, Youth Offending Service, Inspira).
- Copies of Behaviour Management Plans or a completed risk assessment in the PRU passport document
- Strengths & Difficulties Questionnaires from professional and student
- Parental input to the PRU passport
- Complete Boxhall Profiles

As soon as possible after the pupil is admitted the PRU's staff will spend time further assessing his/her needs. Depending on what information is already available, the staff might seek information about his/her learning and thinking style, basic skills (reading, spelling and numeracy) using the WRAT program, self-esteem, motivation, affect, and attitude, or other information as considered necessary. Reviews will take place on a regular basis. Formal reviews of the Pupil Action Plans & Review Action Plans will take place at half termly (approx. 6 weeks) intervals, and feedback is given to schools at the Furness Inclusion Panel and South Lakes Inclusion Advocates for all students. One page Pupil profiles are completed after entry and shared with staff. Information from these identifies strengths and weaknesses, areas for development and contributes to appropriate behaviour targets. Pupils also complete self-assessment forms (SDQ) which clearly identify the social and emotional needs of the individual. These are completed on admission and again at least every 6 months, preferably each term. Progress can be clearly defined at reviews.

Teacher assessment will be ongoing. Assessment will take place in a variety of settings including whole class, smaller groups and individual activities. It will incorporate a variety of techniques including observation, questioning, marking work and testing. In order to gather objective and quantifiable information, behaviour watch reports are analysed and are used as base information for educational reviews.

All pupils will have regular opportunities to appraise their own work, evaluate and choose items to be included in their record of achievement. Teachers will provide clear, recorded evidence of every child's academic attainment.

Assessment

Assessment for Learning (AFL) will be present in all lessons as an ongoing process. Teachers will give detailed marking and feedback to students so that they can develop their knowledge, skills and understanding, using the four marking strands:

- No progress
- Working toward target
- On Target
- Above Target

Marking and feedback has three purposes;

To help pupils:

- Understand what they have done well.
- Understand how to improve.
- Make visible signs of improvement as a result of feedback.

We use a mixture of challenge, reminder, process and example prompts as appropriate to ensure students gain the maximum learning from the lesson. This may be done through comments, questions, discussions or diagrams that help pupils to understand how their learning is developing and the expectations of the lesson and task.

The three purposes of marking should be evident in all classes in all subjects throughout the centre, however approaches may differ.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking are developed.

Teachers make assessments at the end of each unit of study to provide data for centre progress data. These assessments also provide a summary of what has been learned and what a student can achieve with further support. These assessments also inform teachers of any subsequent intervention required.

Each pupil will be graded using the grid below:

No progress (Attendance or Engagement)	Working toward target	On Target	Above target
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- The goal for all pupils is to reach 'on target' in relation to their stated targets.

Target Setting:

Prior attainment together with teacher assessment guides the expected outcomes for each pupil. Students will have targets set depending on their attainment at the end of KS2, their previous school assessments or initial classroom assessment.

Pupil progress will be monitored as to how successfully they achieve within their capabilities. However, we are very keen that students will take on the challenge of moving up through bands due to hard work, dedication and successful assessment scores.

Expectations	Assessment Band (For Staff)	Progress (Pupils)
Student can work significantly beyond their target level on units of work	To achieve "Mastered" on most Assessments	Working above target (Discuss increased target)
Student can work beyond their target level on units of work	To achieve "Extended" on most Assessments	
Student has a sound understanding of the subject and can work independently on tasks within that boundary	To achieve "Secure" on most Assessments	On Target (Discuss increased target)
Student is near to secure knowledge relating to target, is able to complete a range of tasks independently	To achieve "Approaching" on most Assessments	Working/progressing towards target
Student has expanded their grasp of the units taught and is able to progress with occasional support	To achieve "Developing" on most Assessments	
Student is beginning to understand the fundamentals of the unit/s of work and requires significant support	To achieve "Beginning" on most Assessments.	
Student has made no progress due to attendance or non-engagement	No progress	Not on target

