

Assessment, Recording & Reporting Policy

Reviewed:	January 2019
Adopted by Governors:	Children & Young People's committee
Date:	24 th January 2019
Next review due:	January 2020

Kings Mill School & Residence



Introduction

September 2015

The school took the decision to completely review our assessment, target setting, recording and reporting of progress in relation to personal pupil targets.

The materials and procedures have been trialled and modified to cater for the school's year groups and diverse range of abilities. We have been able to focus on the individual needs of each of our pupils, placing them right in the centre of their learning, and then tailoring the curriculum around their priorities; a person-centred, needs-led approach rather than a subject-based, content driven approach. All new materials aim to produce summative and formative information on our pupils. This allows us to show significant, relevant achievement that recognises lateral progression.

The school has also fully embraced the new Education, Health and Care Plan (E.H.C.P) documentation. We have always been ahead of the game with our person centred approaches (P.C.R) but now this is fully integrated across all documentation. The support plans are written using the same P.C.R headings and includes an Action plan that allows for input from all other agencies and that is directly linked to personalised target setting. Everything all links back to the child

There is a clear system for assessment, recording and reporting throughout the school. The annual calendar, supplied to staff sets out timescales that will ensure all documentation is kept up to date and that information is clearly and regularly presented and shared with parents. The input of parents, pupils, therapists and other professionals is valued throughout these processes

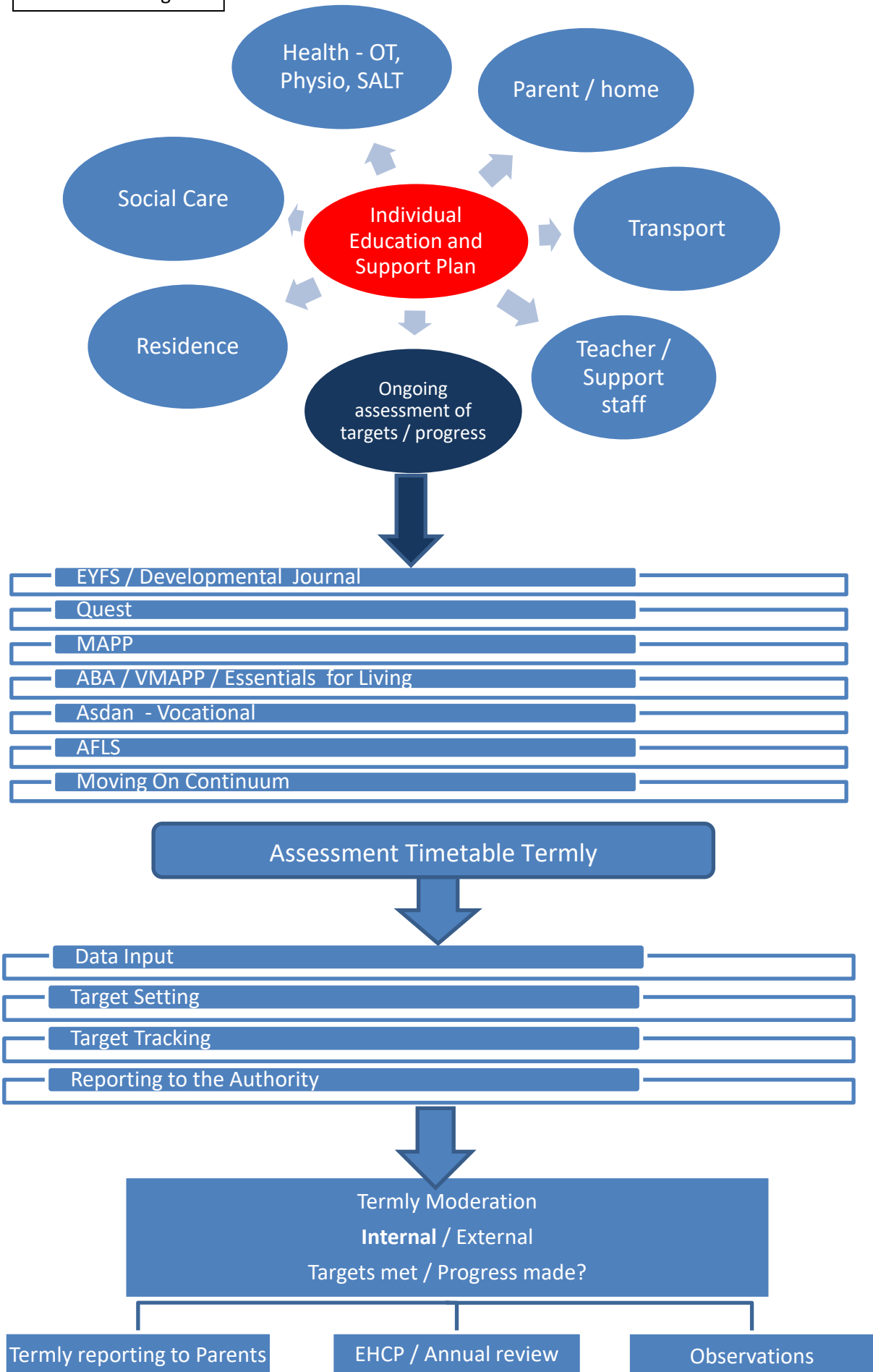
This policy lays out the assessment, recording and reporting practices, approaches and systems of Kings Mill School. After reading this policy:

- all staff should understand the expectations of them and what they can expect from each other in relation to this area of school practice
- governors should be able to understand where children are going in their learning and what they achieve or where they develop to
- parents/carers should be able to understand exactly where their children are in terms of their development and their achievement.

The purpose of this document is to show how pupil progression in all areas of the curriculum is planned, assessed, responded to and reported at all levels.

Planning, assessment, record keeping and reporting are inter-related. They are all integral parts of the teaching process. Record keeping is concrete evidence of some form of assessment of a pupils learning and effectiveness of teaching. More will be assessed than recorded and more recorded than reported.

Assessment diagram



The Purpose of Assessment

Assessment is an integral part of teaching and learning, the aims of which are,

- To establish as accurately and honestly as possible the pupil's level of function in all areas of the curriculum;
- To provide a starting point/baseline for future decisions regarding the pupils individual curriculum needs and personal learning programmes in order to set achievable goals;
- To relate back to the pupils annual review / EHCP action plan ;
- To monitor progress and acknowledge achievements;
- To demonstrate continuity, progression and development for individual pupils;
- To report achievements to parents/carers and to provide a basis for discussion with parents/carers and other professionals regarding the pupils progress and future needs;
- To monitor the appropriateness of the individual teaching programmes devised;
- To inform future planning;
- To offer teachers the means to evaluate their teaching methods.

It should be noted that pupils with significant medical needs, including degenerative conditions; those in the earliest stages of development and those with challenging behaviour make particular demands on the assessment process e.g.

- it is very difficult to assess a pupils' attention to stimuli if they are only alert for part of the day or if their postural management is such that they can show few unambiguous responses. For these pupils, the initial aim of assessment may be to identify potentially reliable responses and, over time, to build a profile of stimuli likely to elicit a response.
- it is difficult to assess/access learning before a pupil is able to manage their own behaviour sufficiently to focus and show consistent responses.
- our pupils' progress is not always linear and skills are rarely generalised spontaneously. Teachers need to use their professional judgement in analysing the outcomes of any assessment, particularly one that depends on a published tool or on an observation made on only one occasion.
- we need to be alert in our observations of pupils responses, some of which may be fleeting
- we need to be observing lessons and pupils' responses consistently and using consistent language to do so
- parents/carers are crucial in gaining both formally and informally an understanding of the significance of what we see in order to determine the quality of learning

The Rochford Review

It is important at this point to acknowledge the work carried out by Diane Rochford OBE. Diane was asked to chair a review of assessment, for pupils working below the standard of national curriculum tests, in July 2015. With the introduction of a DfE's new national curriculum, in September 2014, national curriculum levels were removed and replaced by new forms of statutory assessment at the end of key stages. The performance scales (P scales) were designed to sit below the level descriptors. They were used to assess and report the attainment of pupils with SEND who are not working at the standard of mainstream statutory assessments.

The majority of assessment carried out in schools is non-statutory. The focus of the Rochford review was on statutory assessment at the end of key stages 1 and 2.

The review made a number of recommendations to government.

1. Removal of statutory requirement to assess using the P Scales.
2. Pre key stage standards for pupils working below the standard of national curriculum tests are made permanent, from 2018/19 academic year and extend to include all pupils engaged in subject –specific learning. (These will replace 9P Scales 5-8)
3. Schools assess pupils’ development in all 4 areas of need outlined in the SEND Code of Practise.
 - Cognition and Learning
 - Communication and Interaction
 - Social, Emotional, and Mental Health
 - Sensory and/or Physical

But Statutory assessment for pupils not engaged in subject specific learning should be limited to the areas of cognition and learning (P4 and below)

4. A statutory duty to assess pupils not engaged in subject specific learning against 7 aspects of cognition and learning (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation) – Summer 2020 will see (subject to pilot) first use of the 7 aspects of engagement (replacing P scales 1-4)
5. Schools should decide their own approach to making assessments according to the curriculum they use and the needs of their pupils.
6. Increased teacher training in pupils working below subject-specific learning
7. Good practise should be actively sought and shared
8. Collaborative working in schools is encouraged to support quality assurance
9. No requirement to submit data on the seven areas of learning.

The review outlines the principles of assessment for pupils NOT engaged in subject-specific learning

- **Statutory assessment should focus on cognition and learning, against the 7 aspects of engagement,** to ensure that these pupils are developing the right concepts and skills to progress on to subject-specific learning assessed by the pre-key stage standards, if and when they are ready.
- **The 7 aspects of engagement provide a common language and observational framework** for assessing these learners for the first time.
- **Schools should be free to assess pupils against the 7 aspects in a way that best reflects the needs of individual pupils** and the curriculum that they follow. The needs of this group of pupils are such that their progression is not always linear, and it is therefore inappropriate to prescribe milestones that should be met by an age, or to limit assessment to any specific type outlines in a prescribed model.
- **Assessment against the 7 aspects should not undermine provision in other areas,** especially those set out in the SEND Code of Practice, all of which play a crucial role in promoting independence and quality of life.

We await the final announcements, due early 2019

Assessment at Kings Mill comes in many different forms.

- **‘Summative’ assessment** (Assessment *of* learning) provides a means for the recording of overall achievement of a pupil in a systematic way; it is intended to provide a judgement on performance at a given point in time. i.e. baselines, end of term / year reports/reviews and end of key stage tasks/tests/teachers’ assessments.
- **‘Formative’ assessment** (Assessment *for* learning) provides information for the teachers to plan the next steps in pupils learning. Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what a pupil already knows and can do and what their next step should be. It is intended to improve the learning rather than prove it.
- **‘Diagnostic’ and ‘Functional’** assessment provides more detailed information about pupils individual strengths and weaknesses

They should not be seen as apposing or contradictory, they complement each other.

The school is using a range of different assessments including;

- EYFS / Developmental Journal.
- MAPP – Mapping and Assessing Personal Progress
- Quest for Learning
- AFLS – Assessment of Functional Living Skills
- VBMAPP – Verbal Behaviour Milestones Assessment and Placement Program
- Essential for Living – Communication, Behaviour and Functional skills assessment
- ASDAN - Vocational

These are assessment tools and not the curriculum; the curriculum should drive assessment and not the other way around. These assessments support both summative and formative assessment and allow for more detailed information and acknowledgement of pupils’ lateral progress. They aim to give detailed information about our different groups of learners which then teachers can use to

- identify each pupil’s strengths and the priority areas for their future learning,
- establish where the pupils are in their learning,
- identify an appropriate curriculum for each pupil,
- identify ‘next steps’ for each pupil and carefully plan their learning route expressed as a clear learning objective,
- make adjustments to the ‘next steps’ as pupil progress dictates and
- evaluate and improve the teaching strategies for each pupil.

EYFS Profile / Developmental Journal: (to be completed for early Years class, Nursery& reception aged pupils)

- All pupils are baselined within 6 weeks of entry into the Nursery,
- The Developmental journal (which breaks down the 17 areas of learning into smaller steps) is then used to set appropriate IEP targets.
- Pupils are observed over time, as part of the EYFS assessment requirements; Focus is on play, interaction and communication.
- Termly targets are evaluated as emerging, developing or secure; they are linked to developmental ages and stages.

- The EYFS profile must be completed for each pupil during the summer term of the academic year when a pupil reaches 5 years old. This is a national requirement. This completed profile includes a short commentary on the pupil's skills and abilities in relation to the 'Characteristics of Effective Learning'. These are playing and exploring, active learning, creating and thinking critically.
- Parents are to receive a written summary of their child's attainment against the 17 ELG's and 3 characteristics of effective learning.
- **Pupils are then transferred, on entry to year 1 to the most appropriate school assessment tool, depending on their P level attainment.**

MAPP (to be used by our Semi formal/formal learners from Yr1 – Yr9)

- Each pupil has a Summative record sheet.
- Personal learning targets are typed directly into the appropriate cell
- At the start of the assessment period the pupils **baseline** score is entered, by entering the letter 'B' into the relevant cell. The cell automatically fills yellow.
- The MAPP allows for baseline across 4 'Continuum of Skills Development' measures. These are (i) Prompting – moving from dependence to independence (ii) Fluency – moving from approximate to accurate (iii) Maintenance – moving from inconsistent to consistent and (iv) Generalisation – moving from single to many contexts, These four areas move teachers directly into being able to recognise and record lateral progress and manages to relate to both product and process based teaching.
- The expected level of progress is marked with the letter 'T' into the relevant cell

(Example of summative Mapp target)

Learning intention	To write at least two sentences independently about a specific topic.										baseline	18/02/2016
											final assessment	00/00/00
Prompting		B	3			T					11.11%	
Fluency	B	2			T					11.11%		
Maintenance	B	2			T					11.11%		
Generalisation	B	2			T					11.11%		
C.S.D. Scale	1	2	3	4	5	6	7	8	9	10		

ABLS, AFLS and VBMAPP. (for ASD pupils on a specific ABA programme across the key stages)

- These pupils will be using a range of ABA (Applied Behaviour Analysis) specific assessment sheets and graphs as relevant to their key stage and progress
- Pupils will be continually assessed against their specific targets, a different colour will be used for each academic year

Moving On Continuum (to be used by all pupils from yr10 – yr14 (KS4 & 6th Form))

- Each pupil has a Summative record sheet. This recording sheet is different to the MAPP as assessment is recorded against the continuum.
- Personal learning targets are typed directly into the appropriate cell or can be cut-and-pasted from another document.
- At the start of the assessment period the pupils **baseline** score is entered, by entering the letter 'B' into the relevant cell. The cell automatically fills yellow.

- The expected level of progress is marked by a thick black outline to the relevant cell.

(Example of summative target)

Subject Area	Learning Intention										Baseline Level %	Attained Level %	Improvement %
WORK RELATED	To practise interview technique to go for a work placement. (Consolation)												
	B	B	B	B	B	B	B	8	9		70	90	20
MOCDAL	1	2	3	4	5	6	7	8	9	10			

QUEST (to be used by all pupils identified as working at the earliest levels of physical and cognitive development i.e. pre-formal /function below P4)

- Each pupil has a Quest Map that plots their progress. This shows the key developmental milestones, where they are now (achieve) and which one they are working towards.
- **‘Stepping stone’** milestones are then selected (cognition and social), these then inform the specific focus for IEP’s that will support development towards the next key milestone.
- These are then entered onto the progression table.
- At the start of the assessment period the pupils **baseline** score is entered, by entering the letter ‘B’ into the relevant cell. The cell automatically fills yellow.

Working towards Key Milestone 23 – Contingency responding

Developmental Attainment indicator	Stepping cognition milestone 20 : looks briefly after a disappearing object						Base line:	
							Final assessment :	
Gaining skills & understanding								
Involvement	2	3	3	3	3			
Participation	1	1	1	1	2	2		
Engagement						b		
Attention & Response								
Awareness								
Encounter								
Prompt level	1	2	3	4	5	6		

1	Autumn Term
2	Spring Term
3	Summer Term

National Statutory Assessment arrangements:

Pupils engaged in subject –specific study

The government consultation on the Rochford Review accepted the recommendation that the Pre key stage standards are made permanent and extended to cover all pupils engaged in subject-specific learning, taking effect from the 2018 to 2019 academic year onwards.

The pre –key stage standards focus on certain key aspects of English reading, English writing and mathematics. At key stage 1 there are four standards and at key stage 2 there are six. These standards offer a ‘secure- fit’ model, meaning each child must achieve every part of the judgement to secure that level.

If a pupil is working below the standard of these pre key-stage standards, their statutory outcome should be reported using the relevant P scales in the 2018/19 academic year.

Pupils not yet engaged in subject-specific study

The government response to the public consultation on the Rochford review recommendations set out that there would be a review of the 7 aspects of engagement for cognition and learning, before introducing it as a statutory assessment. To allow time for the pilot the change would not happen before the 2019/20 academic year.

In the interim, P scales 1 to 4 must be used at the end of key stage 1 and 2 for the 2018/19 academic year.

Early Years Statutory Assessment requirements:

The EYFS profile must be completed for each pupil during the summer term of the academic year when a pupil reaches 5 years old. This is a national requirement. This completed profile includes a short commentary on the pupil's skills and abilities in relation to the characteristics of effective learning. These are playing and exploring, active learning, creating and thinking critically.

Parents are to receive a written summary of their child's attainment against the 17 ELG's and 3 characteristics of effective learning.

Individual Education Plans (IEPs)

Targets are set annually at the pupil's EHCP/Annual review, in collaboration with parents / carers and involved therapists, and professionals. IEPs are then set termly; these plans identify the pupil's current overall learning priorities from their statement. These are broken down into smaller, achievable termly targets addressing curriculum areas;

Nursery to KS3 pupils

- Thinking Skills / Mathematical Development
- Communication / Language
- Personal Social And Emotional Development / Physical development

KS4 and Sixth form pupils

- Functional Skills
- Work Related Learning
- Personal Social And Emotional Development

ABA Pupils

- These pupils will have personalised targets written across a whole range of skills.
 - Skinners Verbal operants (Mands, Tacts, Receptives, Intraverbals etc)
 - Play
 - Social
 - Imitation
 - Echoic
 - Group
 - Reading, writing, Maths
 - Physical – fine / gross
 - Leisure
 - Problem behaviour reduction

PMLD

- Communication & Language
- Personal, Social & Emotional
- Cognition & Thinking
- Orientation, Motor and Mobility

The targets are reviewed and evaluated at the end of every term and outcomes used to inform planning for next term's priorities.

Attached to the IEP form is a **Support Plan**

IEP / Support Plan

This plan clearly outlines the support that pupils need for their learning. The headings used are linked to the EHC plan;

- what I like / things I am good at;
- information about my family;
- what I need to keep me healthy physically and emotionally;
- things I need help with
 - Communication & interaction needs,
 - Cognition & learning;
 - Personal & social (PSHCE) and
 - Medical / sensory / physical needs.

This document has an attached Action Plan which should include all actions set at the last EHCP review or any interim meetings e.g. behaviour review, home visits, residence or induction meetings etc. These are monitored by key staff on a termly basis to ensure all other agencies are meeting their responsibilities.

These are sent home to parents / carers to add comments and make amendments at the start of the autumn term or when there have been amendments or significant changes.

Support plans and termly IEPs must be accessible to all pupils and staff working in classes. Key targets should be displayed and where appropriate and reasonable to do so pupils should be aware of their targets and the progress they are making towards them.

Pupil Profiles

These are another form of functional/summative assessments used throughout the school and are kept in the pupils assessment folders and/or displayed in class, these include;

- Communication Profiles
- Eating and Drinking Profiles
- Positive Behaviour Plans
- Sensory Profiles e.g. Visual/Hearing Impairment Profiles
- Moving and Handling Profiles
- Physiotherapy Profiles

These should be reviewed annually in conjunction with the appropriate therapist/teacher. All Profiles should be easily accessible and be up to date.

Recording

Records are an important piece of the 'jigsaw of evidence'. The quality and reliability of records are vital to present a convincing picture of progress and thereby contribute to judgements about achievement. They give evidence of changes in pupil's attainment, behaviour and personal development over time. They include;

Portfolio of samples of pupils work

Each teacher keeps samples of pupils work in a format that is appropriate to the class/individual pupil. These record the progress pupils are making against their IEP targets

In the EYFS and some of KS1 pupils have 'Learning Journeys' which are scrap books containing samples of pupils work, with annotations/photos/videos/observations, these are entered in chronological order and not divided into subjects, although annotations make it clear as to what the session covers.

Other classes have individual pupil evidence files. Each sample should be marked with the pupils name; the date on which it was produced; any additional notes needed to identify the context and degree of help required. With samples of work, teachers should be considering the 'next steps' for pupils to maintain the observation-planning-assessment cycle.

Samples should be 'weeded' from time to time so that over time the samples retained show aspects of the pupil's development and progress. The samples selected should record the pupil's work to show what the pupil does over time within a number of activities. The activities can include tasks that form part of an individual programme or illustrate the broad curriculum.

Look what I can do now/ My WOW moments - PSHCE evidence folder

This folder records pupil's social achievements and can include

- social experiences,
- dance / music
- sporting awards – RDA, swimming, DISPORT
- behaviour awards,
- trips – class, groups, residential, camping
- end of term awards
- star of the week
- photographs capturing a memorable moment in the child's development.

The folder lends themselves to recording activities that have been very worthwhile learning experiences but where there may be no evidence on paper after the event has taken place. Records might include photos of assemblies, out of school visits and activities including work experience, horse riding, swimming etc. Other activities that the pupil enjoys or excels at may also be included, for example: printouts of ICT work, and photos of pupils' work in technology or art. Copies of certificates awarded in assemblies are good evidence of achievement.

All pupils have a life outside school where they are able to achieve success. For some pupils it may be recording their success in Gymnastics, for example, while others may have a hobby or interest. Parents or Guardians may support this part of the record by sending information into the school. Children are encouraged to help compile their folders, as well as being given opportunities throughout the year to view their folder and make comments on their achievement and progress.

These, alongside videos should be available to be used by teachers at annual reviews to show parents the activities that their child has taken part in and the progress their child has been making over the year.

Reporting:

Annual Review/EHC plan Reports

From September 2014 statements of special educational needs and Learning Difficulty Assessments are being replaced by Education, Health and Care (EHC) plans. EHC plans can be issued for a child or young person aged between 0-25. An EHC plan is a legal document which describes a child or young person's special education, health and social care needs, the help that will be given to meet those needs, and what the young person will be able to achieve as a result

of the support. The plan is drawn up by the local authority (LA) after a formal EHC Needs Assessment.

An annual report is required on the anniversary of the date the last statement/EHCP was issued. They are a summary of progress towards the objectives outlined in the statement/EHCP and any changes that need to be made to the objectives or summary of the child as outlined in the Statement of Special Educational Needs/EHCP.

For pupils under statutory school age interim support meetings are scheduled when needed.

All meetings follow a 'Person Centred' format; pupils attend and contribute to these meetings. The action plan that is produced by the end of the process, is linked into the Support plan and IEP targets and include priorities from across all areas; education, family, social and health.

End of Term/Year Reports.

These are a summary of progress and provide information to the parents about extra-curricular achievements and WOW moments.

Involvement of Parents/carers

Parents/carers are seen as partners in the education of their child. They are invited to the statutory Person Centred Annual Review of the pupils EHCP during which any changes to the plan are put forward, progress discussed and an Action Plan drawn up that outlines targets for forth coming year.

Parents/carers are also sent a copy of their child's individual timetable, class timetable, termly targets (evaluated and new) and termly newsletters. Parents are invited to give written feedback and comments on targets set and the progress made.

Teachers have regular contact with parents by phone and home/school book which is written in daily.

Parents are encouraged to come into school for regular functions, coffee mornings, open and information days, parental workshops, signing, award assemblies etc. The website gives parents relevant policy information and celebrates the achievements of the school and its pupils.

Involvement of Pupils

Whenever possible, pupils should be involved in their own assessment by reflecting on their experiences and setting their own targets. Pupils are involved in recognising and assessing their progress in ways that reflect their level of understanding. We want our pupils to recognise their success and feel pleased with their achievements, this should increase their self-awareness and improve their self-esteem. We realise that for many of our pupils, especially those with PMLD, this will be difficult but some ways of encouraging pupil involvement could be;

Personal evaluation and reflection within the class group at the end of a lesson/day or week, celebrating what each pupil (especially the weekly focus pupil) has done and reviewing in relation to learning objectives. This also takes place on a whole school basis at Friday assemblies

Pupils are also encouraged to look back through their 'Look what I can do Now' and 'Learning Journeys' folders, and their work samples including videos, photos and pieces of work and self-assess in a way that is appropriate to them e.g. giving comments about pieces of work, choosing what they liked doing best, selecting a piece to be displayed.

Some pupils are able to understand their IEP goals and targets and the objectives set for each lesson. Classroom staff will help them to understand the progress they are making and what they need to do next to continue learning 'next steps'.

Some pupils are able to recognise when they have done well during a lesson, either from the outcome or because they know that staff are pleased with them. Some are able to respond to a

structured system of rewards that in time will enable them to understand the desired outcome. Once pupils are able to understand formal language they should be given specific, honest feedback.

Pupils attend their annual review meetings and contribute to discussions and action plans, looking at relevant, child centred targets across all environments – home, school, social and health.

Monitoring and Support

The School Leadership Team aims to:

- Ensure that all teachers know what is expected of them with regards to assessing pupils.
- Help teachers make well-founded judgements about pupils' attainments and progress
- Track the attainments and progress of individual pupils and pupil groups over time and compare the progress made by different groups of pupils to ensure that no group is disadvantaged.
- Provide parents with accurate information about their child's attainments and progress.
- Monitor practice in assessment and the use made of assessment information
- Collate information that enables the Governing Body to evaluate practice across the school.
- Use assessment information when planning training and the deployment of resources.

SLT with responsibility for assessment and curriculum aims to induct new members of staff, giving information to staff regarding assessment procedures to be undertaken at agreed times, supporting individual staff in the process of assessment and to co-ordinate and lead INSET relating to assessment.

As part of the ongoing monitoring process SLT will work with the extended leadership team to carry out learning walks to ensure that standards are consistent throughout the school.

The SLT will work alongside Curriculum Leaders to lead the moderation process which involves subject leaders moderating teachers' records and judgements and supporting them in making their decisions.

The SLT lead for curriculum will monitor the schemes of work and support curriculum leaders in developing their curriculum areas.

Team Leaders will monitor individual pupils termly targets for their departments / curriculum areas, to ensure pupil progression and continuity and will establish support sessions with class teachers to advise on all aspects of school policy and practice, assist with problems of timetabling and frequency of recording, discuss needs of individual pupils.

Curriculum leaders will carry out yearly supportive 'Learning Walks' to look at how their curriculum area is being planned for and assessed, they offer advice on how teachers can continue to improve. Senior leaders then collate this information to get an overall picture of teaching and learning in the school.

All teachers have a responsibility for the assessment of the children they teach. Where necessary, training will be arranged to support all teachers in this role. It will be provided as part of an induction programme for teachers new to the school and as part of an ongoing CPD programme.

Governing Body

They should have a deep understanding of the school's systems of assessment and be clear on the rationale for such systems. Governors must monitor how the systems are being implemented in the school. Governors have a responsibility to share in the monitoring of assessment across the school.

Through visits to the school governors need to be asking;

- Are teachers and support staff aware of the assessment strategy?
- Is enough information being gathered and made accessible to track pupil progress,
- Processes are in place to record, celebrate and report on pupil progress.

Termly cycle of Assessment, Recording and Reporting for staff

- **Medium Term Plans** to be completed and uploaded onto the server by **the end of the 2nd week** of the term. The plan must clearly state the Cycle (A,B,C), the term / year and which class and/or year group. i.e. server W:\Current and Long Term planning\Medium Term Planning\Class 3 KS2\Cycle B\ spring term 16
Each cycle is colour coded **A –Green, B-Red and C-Blue**.
- **Support plan front sheets** to be kept updated; this will be an annual requirement and so only need sending out to parents at the start of the **Autumn Term** for their contribution. There will be opportunities to make amendments at the annual EHCP review as necessary and if there are significant changes.
- **Personalized Targets / IEP** targets to be set, written up and sent home to parents by the **end of 3rd week of each term**. Attached covering letter outlines the topic and subject activities for the term and includes a return to school section for parental comments and signature to say that they have received and are happy with the targets sent home.
- Current IEPs to be evaluated and completed document sent home to parents by the **end of each term**.
- The Action Plan section of the Support Plan / IEP form to be reviewed and evaluated along with the IEP targets. These will be monitored by key staff on a termly basis to ensure all other agencies are meeting their responsibilities.
- **All evaluated IEP's and assessments must be up to date and in the pupil evidence folder**
- **Assessment :-** All new pupil targets to be uploaded into the appropriate assessment forms, base lined (B) and projected level of attainment marked (T) entered. Forms to be stored in pupil evidence. Assessment to be ongoing but must be completed by the end of each term.
- 1 or 2 pieces of work for PSHCE 'Look What I can do Now' folder.