



Tuition, Medical and Behaviour Support Service

Assessment and Recording Policy

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Governing Committee:	To be ratified at the governors meeting on 14 November 2024
Responsibility:	Lisa Garside

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Aims and Principles:

- Assessment of students is vital in all aspects of the curriculum so that there is effective teaching.
- Assessment will inform future planning.
- Assessment will make students aware of their progress and how they can continue it and keep parents and carers informed of the student's achievements.

Therefore assessment needs to:

- Be an integral part of teaching and learning
- Help understand how effectively students have been learning
- Show clearly what the student needs to do to improve
- Inform teachers of future planning
- Illustrate effectiveness of teaching
- Inform parents and governors about progress and achievement
- Be undertaken day to day informing teachers (formative assessment)
- Show the student's assessment at Education reviews

Guidelines:

On commencement of his/her placement the student will undergo a baseline assessment. This includes;

	KS1 & 2	KS3	KS4
Reading	Hodder (Accuracy and Comprehension) Mainstream school assessments	Access Reading Test (McCarty & Miller) and online literacy assessment tools	Access Reading Test (McCarty & Miller) and online literacy assessment tools
Spelling	Diagnostic Spelling Test (DST) Placement Spelling Assessment	Graded Word Spelling Test, Vernon (revised McCarty & Miller)	Graded Word Spelling Test, Vernon (revised McCarty & Miller)
Language Skills	BPVS		
English Writing	Mainstream school assessments	In house baseline assessment	In house baseline assessment
Maths	Maths Assessment for Learning and Teaching (MALT) Mainstream school assessments	Vernon and Miller Access Mathematics Test (Colin McCarty)	Vernon and Miller Access Mathematics Test (Colin McCarty)
Non-Verbal Reasoning:	nferNelson (if appropriate)		
Phonics Assessment	Read, Write, Inc.	Abigail Steele Phonics	Abigail Steele Phonics
Science	Mainstream school assessments	Activate baseline test	Past SATs paper
Social and Emotional	SEBD Tracker (mainstream) Behaviour Level Descriptors (TMBSS)	SEBD Tracker	SEBD Tracker

For medical students, assessments may be done where possible, but starting points are often based on information from school.

Additional assessment from Educational Psychologist reports where available.

Assessment Processes within Primary (TMBSS)

1. Where possible, baseline testing is completed in the first week of a student commencing their 16 week shared placement or 13/17 week Six Day Provision (SDP) placement at TMBSS. During this time an academic and social/emotional profile is created.
2. At 4 weeks an Education Review takes place for all Six Day Provision students and a decision made on whether the student is ready to be referred to the Fair Access Panel (FAP) for allocation of a new mainstream provision. If all parties feel that further period of assessment is required, an additional review will take place at 8 weeks and the student then referred to FAP. At the 4 week review it may also be recommended that TMBSS apply for an EHCNA. Once a new mainstream provision is identified an Educational Review is held with parents, TMBSS and their new school. The findings of the baseline and review assessments inform the Education Report which is shared at this meeting and used to support the transition of the student into their new mainstream school.
3. Students on Shared Placements undertake the same baseline assessments as part of their induction process and their progress is reviewed for their first Education Review which takes place at week 16.
4. The rationale behind this process is to inform a prompt return for all students to an appropriate educational provision.
5. All assessments and data gathered are stored electronically and in the student progress files.

Baseline to Educational Review

(16 weeks for Shared Placement students and 12 weeks for Six Day Provision students)

- All students have the following assessments at baseline and again in preparation for their Education Review:
 - Hodder Reading Test (Accuracy)
 - Hodder Reading Test (Comprehension)
 - Diagnostic Spelling test (DST)
 - Maths Assessment for Learning and Teaching (MALT)
 - Read, Write Inc. phonic assessment
 - Placement Spelling Assessment
 - Social, Emotional and Behaviour Difficulties (SEBD) Tracker (mainstream)
 - Behaviour Level Descriptors (TMBSS)
 - nferNelson Non Verbal Reasoning (if appropriate)
- Baseline assessment informs the planning of the student's bespoke interventions, for example:
 - Individual spelling programmes
 - Read Write Inc. phonics
 - Reading
 - Comprehension
 - Precision teaching
 - 5 Minute Maths
 - Big Maths
 - Handwriting

- Some students who have very low academic ability may access a one to one individualised teaching programme to target basic skills in addition to the above
- Assessments inform general differentiated teaching, planning bespoke interventions and the writing of Pupil Centred Plans (PCPs); these are written for all students regardless of whether they are in receipt of an EHCP.
- PCPs are written and reviewed at baseline and in preparation for the students Education Review. If a placement is extended, through direct commissioning or LA direction, further PCPs will be written to reflect this.
- A detailed Education Report is written at the end of the student's placement; this is shared with other professionals and parents at the Education Review.
- Teachers also track progress throughout the placement, linked to the student's interventions.
- Each student's progress will be monitored termly at group reviews by the Head of Primary and the Executive Headteacher.
- A yearly analysis, presentation and scrutiny of results is undertaken by the Head of Primary, then shared with subject coordinators, class teachers, senior leaders and governors.

Assessment Process within Secondary (TMBSS)

1. Where possible, baseline testing is completed in the first week of a student commencing placement with TMBSS. During this time an academic and social / emotional profile is created. This includes reading age / numeracy / spelling / subject baselines etc. then observations of working individually / in groups. It will also be important to include the views of the student and their parents / carers.
2. An education review meeting is held at 4 weeks. If appropriate three schools are identified for fair access panel to allow a prompt transition back to a mainstream education. If not appropriate another education review date is set for 4 weeks' time and if then considered appropriate, an educational health and care needs assessment is undertaken.
3. Once students have been allocated a place at their next educational provision by the FAP process, an Educational Transition meeting is held with the new school. Baseline assessments and the outcome of interventions at TMBSS inform this meeting and support the student's transition back to mainstream.
4. All assessments and data gathered are available to Centre Managers, Subject Coordinators, Teachers and Administrators and stored electronically and in the student progress files. Progress can also be reported at Group Reviews / Annual Reviews / PEPS / year 11 Career Action Plans or any other assessment opportunity.

The rationale behind this process is to inform a prompt return for all students to an appropriate educational provision.

Students joining in Year 11 are also reviewed through a Careers Action Planning and Y11 progress meeting.

Monitoring and Tracking

- There are 3 assessment points throughout the year. Teacher assessments for all subjects being studied are collated and uploaded onto 4Matrix.
- Each student's progress will be monitored termly at Group Reviews by Executive Headteacher and Centre Manager, teachers and tracked throughout their placement.
- Y11 progress reviews are held in the Spring term with the Careers Advisor, Centre Manager, parents and student to discuss current and predicted attainment and also post 16 provision.
- 4Matrix is used to record and analyse progress for KS3 & 4 students.

Reviewed in line with the final publication of the New Primary and Secondary Framework.