

Assessment, Feedback, Recording and Reporting Guidance



Chelsea Community Hospital School

SEPTEMBER 2022

THIS IS THE **ASSESSMENT, RECORDING AND FEEDBACK GUIDANCE** FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, STUDENTS AND PARENTS

School Mission Statement

The Chelsea Community Hospital School aims to ensure that children and young people have their rights to education preserved as hospital school pupils, community pupils or home tuition pupils.

We aim to provide a broad and balanced curriculum, in line with the National Curriculum, taking into consideration each student's individual needs, and through this to extend the development of the whole child, spiritually, socially and intellectually.

We firmly believe that education is a partnership between school and home, and we actively seek parental involvement in the learning process.

SCHOOL BACKGROUND INFORMATION

- We are a Community Special School providing education for students and young people while they are in hospital.
- We also provide places for a number of pupils who cannot access mainstream school due to their medical conditions.
- Our school is based across six NHS hospital sites in central London as well as a site for community pupils, they are: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and The Bayswater Children's Centre for our community pupils. We also work with children and young people in their home settings when necessary.
- We teach across all key stages in both primary and secondary.

TOTAL NO. OF PUPILS

Variable due to hospital admissions.

DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE: September 2022

POLICY REVIEW DATE: September 2023

NAME: _____

DATE: _____

Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This guidance is mindful of:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the Education [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

Roles and responsibilities

The Governing board is responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

The headteacher is responsible for:

- Ensuring that the guidance is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Teachers are responsible for:

- Following the assessment guidance outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Assessment

If they are well enough we teach young people from the first day of their hospital admission. In accordance with the requirements of Section 19 of the Education Act 1996 we seek to address the learning needs of all hospital school students. In order to achieve this, we have different assessment expectations on different sites and for students with different lengths of stay.

We are keenly aware that the young people we work with can have dramatic changes in their cognitive abilities and their ability to engage with education as a result of their medical and mental health conditions and the associated treatments. Information from home schools and other agencies are helpful in letting us know what young people have been able to achieve in the past but not necessarily a predictor of what they can do now. We therefore see assessment as an ongoing process which enables us to ensure that learning is tailored to individual need and ability and remains dynamic to changing needs.

Type of admission	Assessment			
	EYFS (Reception)	KS1&2	KS3	KS4&5
Short-term admissions at C&W, BH and SM	<p>Information from students and parents/carers about interests, attitude to school, their perception of their abilities, current topics and courses being studied and any concerns relating to particular subjects.</p> <ul style="list-style-type: none"> • All about me booklets (opportunity for assessing writing / mark making skills) • You Choose book / All About Me board game for vocabulary • Counting and recognising numbers games (Spotty Dogs / The Ladybird game) • Busy Things App • Books / CVC reading games e.g. word Bingo, I spy • Reading together, 	<p>Information from students and parents/carers about interests, attitude to school, their perception of their abilities, current topics and courses being studied and any concerns relating to particular subjects.</p> <ul style="list-style-type: none"> • Differentiated "All about me" activities • Writing prompts/ scenes • Maths mats (all year groups) • Maths mysteries (all year groups) • Grammar mysteries • Various dice games • Oxford Owl levelled books <p>For pupils with SEND every effort is made to get as much information as quickly as possible - in particular copies of any</p>	<p>More detailed information gathering e.g. current textbooks, exam syllabi, literature texts, strengths and difficulties in relation to specific subjects.</p> <p>For pupils with SEND every effort is made to get as much information as quickly as possible - in particular copies of any documents related to communication needs and strategies.</p>	

	<p>(do they join in / discuss content?)</p> <p>For pupils with SEND every effort is made to get as much information as quickly as possible – in particular copies of any documents related to communication needs and strategies.</p>	documents related to communication needs and strategies.	
Long-term, recurrent and planned admissions at C&W, RBH and SM	<p>Information we already have about the student from: the current admission, previous admissions and/or the medical team is supplemented with detailed information from the home school, including a copy of any EHCP and individual education/learning plans. It may also be helpful to have a copy of the last school report, particularly if the reason for admission has impacted on cognitive functioning. Baseline and end of unit tests and past papers may also be used.</p> <p>Curriculum plans (see Appendix 1) are written for recurrent students and admissions of over 2 weeks. Individual Learning Plans are written when indicated.</p>		
Collingham Child & Family Centre	<p>Information we already have about the student from: referral form, reports from other agencies, home school observation (if possible) is supplemented with detailed information from the home school, including a copy of any EHCP and individual education/learning plans and the last school report.</p> <p>We ask schools to complete an Information from School form and the Readiness for Reintegration Scale (repeated by Collingham teaching staff at discharge).</p> <p>The first 3 weeks of an admission is our initial assessment period. Students are initially given tasks that are less demanding than the information we have about their ability and linked with what we know about their interests. All students also complete a Myself as a Learner scale (repeated at discharge) and a reading test – Reading Now and/or Suffolk Reading Scale 2(repeated at discharge). Teaching staff also complete the Mental Health Functioning in Education Scale (repeated monthly).</p> <p>We may also use a miscue analysis and/or a Dyslexia Screener if indicated.</p>		

	Assessment information is recorded on the data collection spreadsheet and on an Initial Assessment Summary sheet for each pupil. All students have an Individual Learning Plan which is written and reviewed half termly.		
Lavender Walk			<p>Information we already have about the student from the referral form and reports from other agencies is supplemented with detailed information from the home school, including a copy of any EHCP and individual education/learning plans and the last school report.</p> <p>We ask schools to complete an Information from School form and the Readiness for Reintegration Scale (repeated by Lavender Walk teaching staff at discharge).</p> <p>All students complete a Myself as a Learner scale (repeated at discharge) Teaching staff also complete the Mental Health Functioning in Education Scale (repeated weekly).</p> <p>The first 3 weeks of an admission is our initial assessment period. Students are given a range of curriculum tasks to assess their current abilities, their engagement, the level of support needed, their ability to work independently, relationships with others and style of learning. We use the NGRT (New Group Reading Test) and a Dyslexia Screener if indicated. All students have an Individual Learning Plan which is written and reviewed half termly.</p>
Bayswater Children's Centre			<p>Information we already have about the student from: referral form and reports from other agencies is supplemented with detailed information from the previous school, including a copy of any EHCP and</p>

			<p>individual education/learning plans and the last school report. The first 2 weeks of an admission is our initial assessment – students’ complete initial subject assessments and if any additional learning needs are identified they are referred to the SENCO for further assessment. We use the NGRT (New Group Reading Test) and a Dyslexia Screener if indicated and have access to assessments from our attached Educational Psychologist.</p> <p>KS4 students are assessed on a half termly basis. Assessments are recorded on the subject specific Student Assessment Trackers and RAG rated to identify progress and learning needs moving forward. This informs the next half-termly learning goals.</p> <p>KS3 students are assessed on a termly basis. Assessments are recorded on the KS3 Assessment Tracker and this informs the next termly learning goals. Students' mental health is monitored to ensure they are ready for learning. The Readiness for Reintegration Scale (half termly) and Mental Health in Education (monthly) are used to assess each student's ability to engage with their learning and to identify key goals for a half term. Each scale is RAG rated and used to identify social and emotional needs, goals and trends for the young person to engage in learning.</p> <p>All students also complete the Myself as a Learner scale at the beginning and end of each academic year which helps the in setting a target in their ILP.</p> <p>Learning goals, mental health information, attendance, engagement with careers and learning mentoring as</p>
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			well as individual EHCP goals are represented in each students' Individual Learning Plan (ILP). These plans are written termly and reviewed half termly.
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Assessment for student with PMLD complex needs

For students with profound multiple learning difficulties (PMLD), Acquired Brain Injury (ABI) and/or complex needs staff complete an initial assessment of their learning with the support of assessment pathways (e.g. PMLD Pathway and ABI Pathway found at Z:\Education\SEN\SEN Pathway) which utilises parent and home school information to get an indication of how that student functions in education when medically well.

Staff then use the Quest for Learning Assessment Map (<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Quest%20Map.pdf>) in collaboration with the Northern Ireland SEN Curriculum to assess and plan for the student's current needs while ill in hospital. Assessment is tracked on the Quest Map and progress is compared to the baseline from the home school on admission. Staff are supported by the SENDCO and SEN Specialists Teachers Helen Williams and Karima El Boukilli with this process.

CCHS feel that it is not appropriate for staff to complete an initial assessment of students learning using the Engagement Model as this assessment would not give a representation of the young person's ability when medically well and functioning at their best. On occasion, for a long-term admission, on a home school's request and if agreed it will be beneficial, the school SENDCO and/or an SEN Specialist Teacher may carry this out.

Statutory Assessments

EYFS Profile	Teaching staff can contribute to this for any long-term or recurrent students
Reception Baseline Assessment	We do not complete this at CCHS as we believe it is best completed at a student's home school
Phonics Screening Check	Students can complete this in hospital if they are well enough and there is parent/carer agreement
End of KS1 tests - English Reading and Mathematics (this is the last year for these assessments)	Students can complete this in hospital if they are well enough, there is parent/carer agreement and their home school would like this.
Multiplication tables check	We do not complete this at CCHS as we believe it is best completed at a student's home school
End of KS2 tests - English Reading and Mathematics	Students can complete this in hospital if they are well enough, there is parent/carer agreement and their home school would like this.
The Engagement Model	Senior SEND staff can carry this out for long term students and contribute to the reviews for long term or recurrent students
End of KS3 teacher judgements	We do not complete these but are happy to discuss them with the home school for long term and recurrent students.
KS4&5 examinations	CCHS is an examination centre. Students are entered for Functional Skills and GCSE examinations at our Bayswater Site. At the hospital sites and Lavender Walk we are a host centre for dual enrolled students who, if well enough, are able to complete their examinations when with us.

SEN Assessment

Feedback

Feedback, including marking should be “meaningful, manageable and motivating” as set out by the DfE Workload Review Group.

We aim to give an initial positive response, related to achievement and/or progress, to all work, and praise young people for their effort in ways that fit for them. Staff are then selective about the aspects on which they choose to comment, always with the intention of moving learning forward. For some of our most unwell young people we will often pick out some specific positives and not focus on any errors or possible changes. Teachers are encouraged not to use generic praise comments but to identify specific things that are worthy of praise e.g. You used key words really well in this piece.

The more robust young people are encouraged to review their own work for errors and teachers then use the mixture of verbal and written feedback that works for individuals. There is not an expectation that teachers will diagnostically mark all pieces of work, and when doing this they are free to adopt their own system (annotations, a final comment, WWW (What Went Well) and EBI (Even Better If comments) as long as this is clearly communicated to the young people. Examples of feedback can be found at

<Y:\Education\Curriculum\Curriculum General\Assessment Feedback Recoding and Reporting>

The information gained from marking is used, together with other information, to adjust future teaching and learning content and strategies.

Recording

Teachers working on the hospital sites and the psychiatric units’ record student outcomes on the school database. These should briefly state achievement plus any factors such as behaviour which influenced the outcome. A note is also made of the ‘next steps’ to inform future planning.

At the Bayswater site there is not an expectation that teachers record student outcomes on the database. Teachers are free to adopt a form of recording that works best for them in their subject(s) and for their students.

Reporting

At all sites teachers support in the EHCP process, providing written information for assessment requests, assessments and annual reviews.

At the hospital sites we write a report for all students who have been taught for 10 days or more.

At Collingham and Lavender Walk teachers write 6 weekly reports for the multidisciplinary CPA (Care Programme Approach) meetings and a discharge report.

At Bayswater teachers write end of year reports for all students.

Links with other policies

This policy links to the following policies and procedures:

EYFS statement

Curriculum Policy

SEN Policy and information report

Equality information

Appendix 1

CCHS CURRICULUM PLAN



Name:		Date of admission:		Date of plan:	
English					
Mathematics					
Science					
Other					