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The Albany PRU

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Thumbs up to a new beginning!

ASSESSMENT POLICY (REVISED)

Approved

Signature of Head of School:	
Date:	
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Assessment Policy

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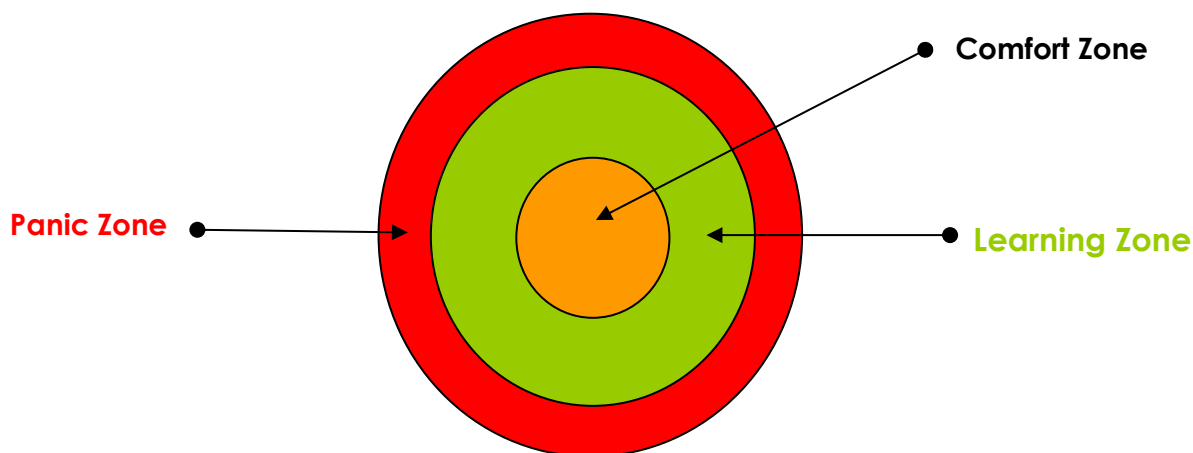


1. Staff Responsibility

At all times, Staff must ensure that their assessment practice is in line with national guidelines and reflects the expectations of this policy. Failure to do so may be addressed through formal processes.

2. Rationale

We all learn best when the learning we are given matches our needs and maximises our learning potential. Therefore, we learn best in our 'Learning Zone'. In order to learn, we also need our basic needs met and to feel comfortable with ourselves as learners (Maslow's Hierarchy).



We must encourage all our young people to step beyond their comfort zone into their learning zone, as often as possible. This involves taking risks with, and responsibility for their own learning, without moving them into their panic zone. To facilitate this, we must know our young people well; their academic potential, their current attainment, their barriers to learning, gaps in their knowledge and their own social and emotional profile. We need to have accurate, relevant and up to date data and information on all our students throughout their learning journey with The Albany. This data must be updated regularly and inform our teaching; allowing us to personalise the learning experience for each student. Our student passports ([Appendix A and Teaching, Learning and Achievement Policy](#)) provide the mechanism for sharing and updating student profiles and what works well for them in supporting them in *building learning power*.

The picture changes rapidly. Thus, we must ensure that assessment for learning is central to our approach. Our dialogues with students should help inform our teaching and their learning. Feedback should give a clear steer to students, be focussed on identified outcomes and be an integral part of this dialogue. Students must have a clear picture of their current attainment, their goals, and the next steps needed to achieve those goals. Through this, they gain ownership of and are enabled to make choices about their own learning.

Many of our students have a poor relationship with themselves, as learners and have used poor behaviour and disengagement as a coping strategy. Understanding this relationship, while not allowing it to continue to be a barrier to learning, is fundamental to our success in maximising the achievement of our students. Minimising risk in learning can be an effective strategy in re-engaging them as learners, but we must be mindful that remaining within this comfort zone will not enable them to make progress or grow as learners. We must therefore ensure our assessments are timely, accurate and capture students increased confidence as learners.



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Our core purpose in assessing students is to ensure that we support them to learn and achieve through matching our teaching to their needs, promoting academic and personal growth. It is therefore essential that assessment is accurate and timely and the dialogue with students about their learning and progress is continuous, influencing your teaching which must evolve with the students to reflect their individual needs.

3. Calendar of Assessment

3.1. Prior Attainment Data

We obtain prior attainment information (KS2, KS3, current working grades) on all students on entry to The Albany (where this data exists). This data is used to provide target grades for students (based on 3 levels progress from KS2, where KS2 is available) and identify students who may have learning needs.

We also collect information about SEN, attendance and behaviours. From this and additional information about the student from the referral form or the referring school we can create a 'pen portrait' of each student on entry, which informs the student passport ([Appendix A](#)).

3.2. Awarding a Grade

To track progress effectively, the assessment should indicate the both the grade and the degree to which the grade was achieved. Currently (Jan 2017) GCSE maths is graded 1-9, GCSE Science is graded 1-9 for Year 10 and A*-G for Year 11 and iGCSE English is graded A*-G. For an A*-G course, a sublevel 'c' indicates a grade just achieved, 'b' indicates a solid grade, and 'a' indicates an achievement close to the next grade. For example, a student could begin an academic year at 'Dc' and progress to 'Db' after a term, thus demonstrating progress of a third of a grade (2APS points). For a 1-9 course, a sublevel 1.2 indicates a grade just achieved, which this decimal point going higher the more secure the grade is. For a comparison between the A*-G and 1-9 grades and sublevels, see [Appendix B](#).

Where a student is not achieving a GCSE grade (i.e. would be given U – ungraded), an entry level assessment should be given (Entry levels 1-3 with 3 being closest to GCSE Grade G).

Where students are following a functional skills curriculum at levels 1 and 2, it is also helpful to consider their level within this, through awarding an appropriate GCSE grade comparison. This allows students to see the degree of progress they are making.

To compare Key Stage levels with GCSE grades, Level 3 is equivalent to a G grade, and level 7 to grade C. Students working below level 3 should be awarded the appropriate entry level grade. (See equivalent point scores in [Appendix C](#)).

Assessment without levels: Schools have now moved away from awarding levels for attainment, with each school utilising its own system for evidencing progress. However, our cohorts of students will continue to have prior attainment at KS2 indicated in levels until the Year 10 cohort of September 2017. This level will be used to support the creation of a target grade. Assessment information from KS3 will also be incorporated into both the target and baseline grades.



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3.3. Baseline Assessment ([Appendix F](#))

On arrival at The Albany, all students are given a baseline assessment. This assessment records their current working grade in each of the core subject areas; either a GCSE grade or an entry level assessment as appropriate (see above) and provides a profile of their learning and social developmental needs.

Baseline assessments not only incorporate written assessment tasks/tests but also an observation of student's knowledge, skills and engagement in learning within their first few lessons. Often our students demonstrate greater attainment orally than through a written test.

These grades can often be depressed due to considerable gaps in knowledge, low esteem as a learner, a minimal engagement with the assessment, or currently unidentified barriers to learning. By comparing these grades with prior attainment data, we can build up a profile of each student; their current attainment, their learning and social developmental needs.

Baseline assessments which are significantly different than recent prior establishment assessments will be queried. It is expected that the reasons for the difference will be identified and the differences quickly alleviated with appropriate interventions.

3.4. Thrive

At The Albany we have recently adopted using the Thrive Approach to assess student's readiness to learn. Thrive provides an empirical evaluation of a student's social, emotional and mental health needs. Students at The Albany have been emotionally thrown off track, either temporarily or over longer periods, Thrive helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage. The evaluative nature of Thrive allows to identify need, monitor progress and demonstrate impact.

Thrive continues to develop the work we are already doing at The Albany, developing strategies to support students to engage in their learning through building relationship. A group profile of a cohort of students will help us identify the students who need a more in depth individual profile. Individual profiling then helps us identify the developmental gaps in learning for the student by considering the behaviours they use when they are under pressure and not coping well. This helps us identify the needs and is the first step in identifying how to support the student to remove these barriers.



3.5. Target Setting

Our primary focus is to halt any lack of progress and work relentlessly to close the achievement gap, so that all our students are provided with the opportunities and support to achieve highly.

Prior attainment data and baseline assessments are used to identify a target for each student. The main target is based on 3 levels progress from KS2. However, we are aware that many of our students may have made little progress throughout KS3. In addition, The Albany has many students who join the PRU at the start of Year 11. As a result, these students may join us having made little or no progress in the last 4 years, with less than a year to achieve their target with us. We therefore recognise that for some, 3 levels progress from KS2 may be a very difficult challenge.

Given expected progress is 3 levels progress in 5 years (KS2-4), it suggests that students should make at least 4 points progress (1 grade = 6 points) each year. Therefore, although our challenge to students is to achieve, at least their 3 levels progress target grade, we are mindful that improving attainment by 1 GCSE grade within a year represents good progress.

We aim for students to make at least one sub-level of progress each term (2APS).

3.6. Tracking Achievement

Current attainment grades are collected each half-term and recorded on our Progress Tracker. From these, concerns can be identified and good progress celebrated. The assessment grades are shared with students and parents, and agreed next steps (targets for improvement) identified. These grades are based on written and verbally assessed work assignments and in class achievements. Subject leaders are expected to make use of this data to identify areas of concern and take action to alleviate this. They should also use the data to identify and celebrate what is working well, and share this learning with colleagues.

3.7. Estimated Grades

The final assessment grade prior to Year 11 exams is an estimate of the grade we expect the student to achieve in their qualifications (GCSE/ Entry level/ Functional Skills). This grade is based on estimated attainment in controlled assessments (current cohort Year 11 science only), practice exam results and on-going assessment in class. These grades are further modified following the exam period to take account of student engagement in the exam process*.

*Albany students often find taking exams a challenge. Despite careful planning to ensure they have the appropriate level of support, and detailed preparation to get them 'exam ready'; the stresses of the exams can cause students to 'opt out', walk out or refuse to engage fully.

4. Moderation of Assessment

Teachers at The Albany are often the only one teaching their subject. Moderation of assessment with our mainstream colleagues, and participation in subject leader forums is therefore an essential element to ensure robust assessments. Through this external moderation, teachers remain up to date with current assessment requirements, have tested their own interpretation of the assessment criteria with other professional colleagues and have had the opportunity to discuss the current expectations around specialist language, interpretation of mark schemes etc.

There is an expectation on all teaching staff that they regularly attend subject forums where they exist and engage in shared moderation exercises with lead practitioners in local high schools, at least, once a year. (See [Appendix D](#))

Where subject teaching is shared, there is an expectation that teachers also moderate assessments between them.



5. Assessment for Learning

To reach our goals and achieve well:

- we need to know where we are now,
- where we are aiming for and
- how to get there.

Assessment for learning is the process by which we ensure that Albany students are given the opportunities to succeed and are supported in doing so.

We need to understand what our students already know in order to help them achieve their next steps. Through continuous feedback (both oral and written) that emphasizes strengths, identifies challenges, and points to next steps and a relentless focus on self-reflection with students; we provide the framework through which they can take charge of their own learning and make progress. This on-going formative assessment enables progress and promotes achievement.

There is an expectation that students complete at least one piece of work each half-term which is graded against subject assessment criteria. The feedback from this informs the student of their target, the grade the work achieved, and a suggested next step to maintain or improve achievement. Students work alongside staff to set a clear target for the next half term and refer to this and review progress regularly in their learning.

All lessons need to provide opportunities for peer and/or self-assessment and encourage reflective learning. This needs to respond to the personalised objectives which the learning leader has set for each student within each learning activity. Lessons need to be planned with student reflection in mind, in particular with reference to the dialogue around learning 'Are you in your learning zone?' (See [Appendix E](#)) to encourage students to reflect on how far they are pushing themselves to move out of their comfort zone and in to an area of challenge. Classrooms have posters and resources based around the Learning Zone to support this dialogue and staff have traffic light stampers to promote student engagement in regular reflection.

5.1. Marking for Achievement

The core purpose of marking is to support learning and inform progress. The expectation is that marking provides the framework for the student to identify achievements and focus on next steps. It should also promote thinking, through asking questions and setting new challenges. *Marking must therefore feedback progress made so far to students and feed forward to what they should do next, thus supporting the development of a growth mind-set.*

Good practice expects that students engage in reviewing the feedback received and respond to targets, questions posed and next steps accordingly. Therefore, there is an expectation that evidence of this will be seen in student's work. Where marking takes place alongside a student, it is important to capture the student's responses to the feedback, as well as summarising the outcomes.

For students to understand the feedback given there is a need for some consistency between staff. The key areas for this are in our responses to literacy skills. [Appendix D](#) provides a structure for all staff to follow, thus ensuring consistency.

For students to make progress they must have feedback. This feedback needs to be regular and ongoing. The impact of it needs to be captured in the records kept by the student and the teacher. However, not all feedback needs to be written. Indeed, discussion with students can be much more effective in promoting learning. In the same way, all assessed tasks do not have to be written. Capturing the oral work of students and assessing this is equally as important as written tasks. Therefore, marking may not always take the form of annotating work. It may be a summary of feedback following an alternative form of assessment. Annotating a student's self-reflection/assessment can be equally effective.



5.2. Preparing Students to be Exam Ready

Whilst teaching to the test is not promoted and is contrary to the learning philosophy of The Albany, it is essential that teachers prepare students for the challenges of completing exams. This includes regular practice of exam style questions, which is integral to the learning process and not seen as a 'test', and explicit teaching of the language of the exam, so that students are able to access and engage in the exam and demonstrate their knowledge, skills and understanding appropriately. Mock exams for Year 11 students are planned in the Spring term and will inform next steps and revision planning in the lead up to the main exam season. *In this way staff build up exam resilience in students, so that when they are faced with a challenging question, they don't enter their 'panic zone' and give up immediately on the whole process.*

6. Our Partnership with Parents and Carers

6.1. Reporting to Parents

We report formally to parents each term ([Appendix G](#)) and regularly informally via conversations with subject teachers and mentor.

Reports inform parents of current working grades, as well as suggested targets to promote achievement in each subject. Current attainment, progress and engagement in core subjects (English, mathematics and science) are reported to parents each term. Achievement, progress and engagement in all other subject areas (including additional GCSEs and vocational courses) also take place termly.

Each student is assigned a mentor. This mentor has an oversight of student progress, both academic and personal. This informs the termly mentor report, which includes information on attendance and behaviour and an agreed target for development.

6.2. Person Centred Reviews

We believe that our students should have a significant role in shaping their futures. However, we also believe that all those who have a stake in their future should also be involved in helping them succeed. In this way, we want to involve parents, carers and other professionals in twice yearly student centred reviews of progress. Through this process, an individual action plan is developed which is personal to the student. The outcomes of this process also inform mentor sessions. Mentors and students should review progress at least fortnightly based on a dialogue around what is working well and even better if. These dialogues are recorded on each student's mentor proforma stored centrally and led by the mentor and student.

Guidelines for setting up Person Centred Reviews can be found in [Appendix G](#).

7. Mentoring

Each student is assigned to a mentor team with a teacher as lead mentor. It is expected that the mentor meets with the student regularly (at least every fortnight) to review progress and support the student in action planning; looking at ways they can maximise their achievement and reach their individual goals (e.g. post 16 courses, career choices etc.), including supporting personal development.

These sessions should have a coaching focus; encouraging the student to take personal responsibility for identifying and actioning any next steps. The mentor should take account of current student data on achievement, attendance and behaviour.

Mentoring sessions now take place for 30 minutes on a Tuesday and Thursday. This time needs to be used effectively to support the academic, personal and social development of each student to ensure barriers and challenges to progress are identified and strategies to overcome them agreed with the student and put in place. This time should also be used to develop student's literacy, numeracy and social awareness, (e.g. through reading together, maths challenges and discussing news items).



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Mentors and subject teachers have a collective responsibility to ensure student passports are regularly updated with relevant information and advice. Mentor sessions should be used to involve students in this process.

Mentors lead student focus groups to develop positive strategies to support and engage students and share what is working well and areas for development. The outcomes of these meetings should also inform student passports.

8. Sharing Good Practice

This will take place as part of the regular learning and teaching meetings throughout the year (see office calendar which will also include the agenda for each meeting). It is also expected that staff work together, using planning time and team teaching activities to constantly evolve and improve our approaches to assessment and promoting learning.

Staff should also use our regular staff meetings (see office calendar) to share learning from recent CPD events and activities which they have undertaken.

9. Review of Practice

The Albany has a learning culture. Therefore, it is likely that our procedures and practice around assessment will evolve as we learn the best ways to promote achievement with our students. This evolution will come through reflecting on our current practice and learning from each other and best practice elsewhere.

This policy will therefore be reviewed annually to ensure it reflects current practice.

10. Quality Assurance

The effectiveness of our assessment practice (whole school and individually) forms a significant element of our Quality Assurance reviews (See QA Protocol). Members of our Management Committee will be involved in this process, to provide an element of external QA review.



Appendix A: Student Passports

Student	<i>Name</i>	Level of support	Statement / School Support Stage <i>(delete as appropriate)</i>		Arrival at Albany	June 2014	
D.O.B	25/6/99				Passport date	July 2014	
Tutor	Steve Bowles	Agency Involvement	Time 2 Change (finished June 2014) <i>(include all relevant agencies)</i>		Review date	September 2014	
<i>Student picture here</i>		Strengths <i>Learning and personal</i>		Area(s) of Need Social and Emotional Development ADHD Irlen (Visual disorder which impacts on reading fluency)	Provision to Meet Need Specialised Provision (very small groups) 1:1 mentoring Key worker support Daily medication before school (Note: behaviour will be impacted if he hasn't taken this) Blue-grey overlay. Avoid black text on bright white paper for resources.		
		Interests					
Student Portrait Background: <i>Basic background information on the student taken from referral form and home visit and updated regularly as we learn more about them.</i> <i>Use referral form and knowledge of student to complete</i>		Academic Scores				<i>Align all areas of need</i>	<i>With intervention to support</i>
		Subject	Key Stage 2	Albany Baseline	Current Grade		
		maths					
		English					
science							
		Targets <i>SENCO completes targets from EHCP where relevant</i>		Strategies – How to support my learning <ul style="list-style-type: none"> • Provide work that will stretch me. • Explain clearly why you are asking me to do things • Ensure I have my overlay available to use • Give me conditional encouragement and praise • Tell me how to improve and the next steps for progress • Allow me time out if I am feeling wound up • Explain rules clearly • Regular homework and feedback <p style="text-align: center;"><i>Above are examples of things students/ parents/ carers may say</i></p> <p style="text-align: center;"><i>Please note: This will be linked in with discussions in Focus Meetings where any pertinent updates can be done</i></p> <p style="text-align: center;">Delete red print from real documents</p>			
Please Note: <i>This Individual Student Passport to Learning is used in place of an Individual Education Plan and is a working document that is open to adjustments and updating by the Mentor, class teacher and SENCO. They should be reviewed by the mentor at least half termly with the student.</i>							

Appendix B: Grade Conversion to Points

Grade Conversion to Points The Albany September 2016

GRADE	ALBANY PTS SCORES	NATIONAL (2017 & 2018)
EL1	0.4	
EL2	0.6	
EL3	0.8	
Gc	1.0	1.0
Gb	1.2	
Ga	1.4	
Fc	1.5	1.5
Fb	1.7	
Fa	1.9	
Ec	2.0	2.0
Eb	2.4	
Ea	2.8	
Dc	3.0	3.0
Db	3.4	
Da	3.8	
Cc	4.0	4.0
Cb	4.6	
Ca	5.2	
Bc	5.5	5.5
Bb	6.0	
Ba	6.5	
A	7.0	7.0
A*	8.5	8.5
FS1	1.75	1.75
FS2	5.50	5.50

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Appendix C: Points Scores

KS4 Qualifications	Grade	Level	Points
GCSE	A*	2	58
GCSE	A	2	52
GCSE	B	2	46
GCSE	C	2	40
GCSE	D	1	34
GCSE	E	1	28
GCSE	F	1	22
GCSE	G	1	16
Short Course GCSE	A*	2	29
Short Course GCSE	A	2	26
Short Course GCSE	B	2	23
Short Course GCSE	C	2	20
Short Course GCSE	D	1	17
Short Course GCSE	E	1	14
Short Course GCSE	F	1	11
Short Course GCSE	G	1	8
Functional Skills level 2	Pass	2	23
Functional Skills level 1	Pass	1	12.5
Functional Skills Entry Level 3	Pass		7
Functional Skills Entry Level 2	Pass		5
Functional Skills Entry Level 1	Pass		5

KS2 Level Awarded	Note	Points
7		45
6		39
5		33
4		27
3		21
2		15
N	Not awarded a test level	15
B	Working below the level of the tests	15
All other codes should be disregarded		0
KS1 Level Awarded		
2a		17
2b		15
2c		13
1	Some of our students are at this level or below when they arrive with us.	9
Working Towards 1		3



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Appendix D: Professional Links

The Head is a member of SASH (Suffolk Association of Secondary Heads), a member of and currently Chair of WASH (Western Area Secondary Heads) and the PRU Heads group.

The Deputy Head is a member of the PRU Deputies' network and also attends the local area Deputies' forum.

Our SENCo is linked to the PRU SENCo group and the Suffolk SENCo group and has links with local High Schools to share good practice.

Subject Leaders/ teachers are **expected to** engage with **Secondary Subject Leaders Forums** and are enabled to attend these through cover if necessary. It is also an **expectation** that all subject leaders engage in **sharing** and researching **good practice around assessment with their mainstream colleagues** in local schools and also moderate any assessments they do through this network. It is the intention that subject lead groups will also be facilitated within the PRU network. Evidence of the impact of this will be monitored through regular line manager conversations.

Academic links to share good practice and joint moderation exercises are in place with County Upper High School and Thurston Community College with a view that each teacher has at least one ongoing link with a mainstream colleague acknowledged as a good/ outstanding practitioner.

Colleagues are supported to work with our LA subject leads although this input would need to be funded through our CPD budget.

It is each teacher's individual responsibility to ensure they regularly update their practice. They will be supported through release time to attend appropriate courses and network meetings, if needed.



Are you in your Learning Zone?

Thoughts and Feelings		What do I need to help me learn?
This is easy	Comfort Zone	To move on
I feel confident		More challenge
I'm bored		
I can do this if I make an effort	Learning Zone	Support and encouragement
Some of this makes sense		Feedback Clear explanations
This is really hard. I don't think I can do this.	Panic Zone	To ask for help
I want to give up trying		To try again

Remember:

First **A**ttempt **I**n **L**earning

'If at first you don't succeed, try and try again!'



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Appendix F: Marking – A Quick Guide for Staff

Expectations of Marked Work

- Students should be explicitly taught the skills of effective self and peer assessment and this should be a clear and evident strategy used in every lesson.
- Marking and assessment must be an integral part of the process of personalising learning.
- Student work must reflect the impact of verbal feedback.
- Staff should share the marking criteria with students so that they are clear of the purpose and expectations of the activity and how to be successful at it.
- All marked work should be annotated to aid learning (*feed forward*).
- Targeted use of questions to extend or focus student thinking in response to their marked work should be present, with student responses also evident.
- Target(s) for improvement (next steps) should be included wherever appropriate and at least on one assessed activity each half-term.
- A record of assessment and progress must be kept for all students in all subject areas.
- All work should be dated and kept in chronological order so that students and staff can clearly see the progress made.

Marking Codes

It is essential that we have a consistent response to literacy in our marking:

P	... in the margin, shows a punctuation error. There may be a circle around or a line under the error.
Sp	... in the margin, shows a spelling error in the sentence. There may be a circle around or a line under the error.
//	Start a new paragraph here.
?	Something in the sentence does not make sense. Check it again.
^	... shows there is a word or phrase missing.

- Formative and summative assessment activities must be an integral element of learning, including explicit teaching of the language and skills to access the assessment activities and examinations independently. Evidence of this should be apparent in the student's work.
- It should be clear in student's work, where they have completed a task independently and where they have had support.

Review of Assessment and Marking

High quality assessment dialogue (written or verbal) which is regular, focussed and personalised maximises achievement. It must be a planned element of all lessons, not an incidental outcome, and enable opportunities for feedback and feed forward, enabling a reflective learning environment. Therefore, it is paramount that the impact of assessment is reviewed regularly.

The quality of assessment and the impact of marking on student progress will be reviewed half-termly through lesson observations, book reviews and student voice. The reviews will explicitly seek to identify whether all elements of assessment are being promoted actively within lessons.

In addition, the teaching and learning meetings will be used as a focus for sharing good practice and reviewing *what works well...*, and *even better if...*, with all teaching staff at least once every half-term. Peer reviews and team teaching will also enable staff to take the lead in evaluating and evolving our response to learning through assessment to maximise our effectiveness and impact on outcomes.



Appendix G: Reporting to Parents & Carers

Name:

Year Group:

Report for Autumn Term

Date: December 2016

Mentor:

Current attendance:

Positive behaviour referrals:

Negative behaviour referrals:

Core Subject	Baseline on Entry	Target Grade	Current Working Grade	Subject Leader	Next steps target ...
English				Kirstie Land/ Vickii Gentry	
Mathematics				Phil Stanley	
Science				Emma Oxnam/ Viv Proctor	

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Name:

Additional Subjects – December 2016

Subject	Current achievement and next steps
Vocational Learning 1	
Vocational Learning 2	
Challenge Learning	
Sport	



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Work and Life Skills	
Personal, Health, Social and Economic Education	
Cookery	

Mentor Comment:

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Appendix H: Baseline Assessment Timeline

Students are allocated a place at the Albany through an [In Year fair Access Panel \(IYFAP\)](#) which meets monthly to identify at risk students and the appropriate placement for them. At times, this may mean that a student attends The Albany to enable a detailed profile to be created, which will then inform the decision making of the IYFAP.

All students, as part of their induction, will work with The Albany learning team to create a personal profile of their attendance history, current attainment, emotional well-being and skills and attitudes for learning.

Information to baseline this process should come with the referral, including any EHCP/ statement and recent reviews, risk assessments and management plans, educational psychology reports, prior attainment, current working grades, current attendance certificate and historic patterns of attendance, individual education plans (or similar), and the effectiveness of interventions used. The mentor should ensure that this information is reflected in the student's passport and risk management plan.

Further information is gained through dialogue with the student, parent/carers and, at times, the referring bodies (e.g. schools, inclusion officer, social care team).

During the induction period, the following activities will take place:

- Student passport, risk assessment and risk management plan (involving the student and parent/ carer).
- Identification of vocational pathways and initial visits to placements.
- Thrive assessment.
- Screening tests (literacy, numeracy and thinking skills)*.
- Irlens screening (where deemed appropriate)*.
- Emotional well-being survey.
- Any additional information gathering suggested by the activities above.

It is expected that most students will be accessing a full curriculum offer by the third week.

**Irlens and literacy/ numeracy screening is likely to take part in conjunction with our external verifier so that the information gleaned can be used to support any exam dispensations the student may need (e.g. extra time, reader).*

[Within the first 4 weeks](#), all students should also have a baseline assessment in each subject area, identifying current working grade, gaps in knowledge and skills and barriers to learning within the subject areas. This grade should take account of prior attainment data and current levels of engagement, knowledge, skills and understanding.

It is also expected that staff and students collaborate to create Individual strategies and targets for improving literacy and numeracy which influence the personalised objectives for students within all subject areas.

[After 6 weeks](#), the passport must be reviewed with students to ensure it reflects the all the additional information gained through the baseline assessment process. The personalised provision should also be reviewed to ensure we are meeting the needs and wants of the student and parents/carers.

The requirement is that we have a [detailed profile of each student within the first half-term](#) of their placement with us. This profile should then be updated at least half-termly, or before where information becomes available to do so. The [overall responsibility](#) for ensuring this takes place lies with the student's [mentor](#) and will be overseen by SLT.

Appendix J: Guidance for Completing Person Centred Reviews (PCRs)

It is The Albany's philosophy that the student is at the centre of the development process, with an active and effective voice.

The guidance given here provides one structure by which person centred reviews can take place. The purpose of PCRs is to support the student and their family to identify their personal goals and solutions. A key element in this is to ensure that all participants are provided with the appropriate level of information to enable decision making. The dialogue should be one based around information and solutions rather than problems and barriers to success.

Our PCR structure supports the solution focussed strategies now being employed by the Early Help and Social Care teams.

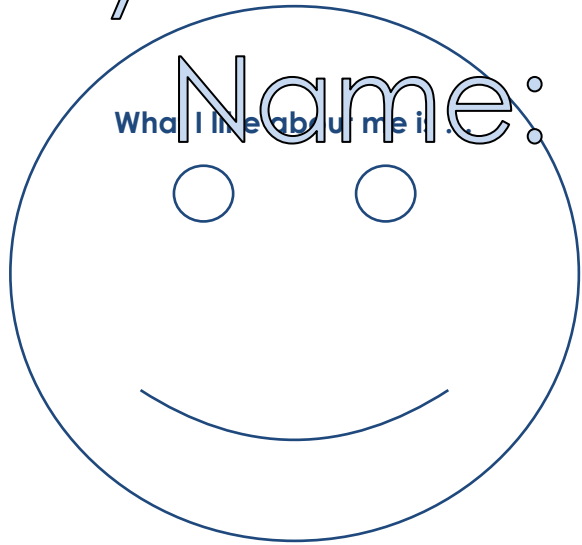
Every student should have *at least 2 PCRs each academic year*. It is the responsibility of the mentors to ensure these take place and that all relevant parties are involved. They should be led by the student and focussed on how we can all work together to support learning and progress. These may be run alongside other professional staff and take the form of a PEP, TAC or CiN meeting.

The following three documents will support the process:

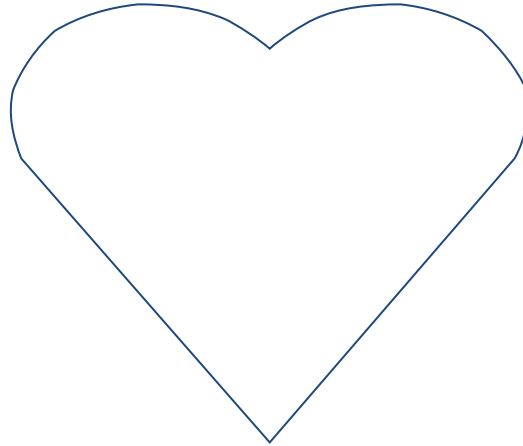
- Planning for the PCR takes place with the student in advance of the session using the 'My Plan' sheet.
- The draft letter should be sent to all invited parties.
- The Review document should be completed from the information gained during the PCR.



My PCR Plan. _____



What I need to be healthy and safe?



What is important to me ...

... now?

... in the future?

Blank box for writing '... now?'.

Blank box for writing '... in the future?'.



What is working well?

Blank box for writing 'What is working well?'.

It would be even better if ...

Blank box for writing 'It would be even better if ...'.



What questions would I like to ask?

Blank box for writing 'What questions would I like to ask?'.

Who do I want/ need to invite?

Blank box for writing 'Who do I want/ need to invite?'.

What else do I need? (e.g. refreshments)

Blank box for writing 'What else do I need? (e.g. refreshments)'.



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The Albany PRU
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#insert date

Dear *#parent/ carer/ multiagency worker name*

Person Centred Review for *#student name* on *#date*

At The Albany, the voice of the student and their family is paramount. Person Centred Reviews (PCRs) enable us to promote this voice in a non-threatening way. Through this process *name* and *parent* are supported to create their own goals and strategies for success.

[# only include next paragraph for multiagency letters

These reviews are similar in intention and process to the 'signs of safety' approach although not identical. If you feel that elements of the signs of safety process are missing and need to be included within our structure please let us know and we will include it in the process.]

These meetings take the place of parents' evenings and are provide an opportunity to create a shared route to a desired future.

We would like to invite you to the PCR for *#name* at *#time* at The Albany on the date above.

It would be very useful if you could think about the following headings in relation to *name* and bring your thoughts to the review:

- What is important to *name* now and in the future?
- What support does *name* have/need?
- What is working well for *name* at the moment, and what needs to be improved?

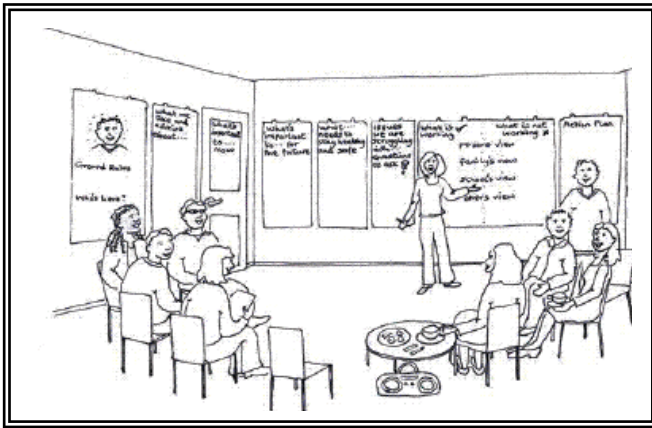
I look forward to hearing your thoughts and strategies for success.

Yours sincerely,

#Name of mentor

Mentor

Person Centred Review Notes



Student:

Date:

Who is here?

What we like and admire about _____ is....

What is important now?	What is important in the future?

What does _____ need to stay healthy and safe?



What is working well?	What would be even better of?
Student	
Parents/ Carers	
School	
Others	

Questions to ask/ issues to resolve



Action Plan			
What?	Who?	When?	Check
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Review completed by:



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