Introduction

The strength of this Assessment, Recording and Reporting policy document is the continuous evaluation and development that has resulted from everyone in the school actively using it as a working tool. It has enabled effective discussion and development in all assessment areas and provides benchmarks of good practice, which supports continuity and progression for all pupils. In addition, we are able to ensure that parents receive regular reports throughout their child's school career, which provide a clear picture of their achievements and experiences.

This document is reviewed by school governors as part of their policy review cycle. However, it is recognised that this does not allow time to consider each aspect of the policy so a more detailed review of each section, by teaching staff, takes place as and when required.

This policy has been written with reference to government policy and good practice in other schools, both mainstream and special.

Where possible proformas are used to create standardisation and continuity for pupils and teaching staff. These are included in the appendices and are in the templates section of word and excel on the school's server

Matthew Rayner
March 2013

Schools are required to keep records on every pupil, including material on pupil's academic achievements, other skills and abilities and progress in school. This material must be updated at least annually. Schools need to be able to present data and evidence, via summative assessment, on progress made against the P Levels and the Early Learning Goals. The school is also required to keep information on pupil's individual education plan targets so that it can review these annually. In addition, the school also holds other data that demonstrates progress of pupils both longitudinally and laterally.

It is essential to the effectiveness of our school that accurate and useful information is kept on every pupil so that all receive appropriate, co-ordinated and informed teaching. The information also needs to be shared with parents to support pupils' learning and achievement.

All pupil information and files are confidential; they are open to parents with access to others on a strictly "need to know" basis. In outlining practice, this document gives clear guidance on this area.

PURPOSES OF ASSESSMENT, RECORDING AND REPORTING:

FOR PUPILS
To improve pupil achievement and ensure progression and continuity:
- to establish a baseline
- to monitor progress
- to show what a pupil can do
- a record of what has gone on before:
    - achievement via the 'framework for recognising attainment' from the QCA (Appendix 1)
    - coverage of the National Curriculum, the Early Years Foundation Stage and the school's schemes of work
    - attainment in relation to QCA 'P' levels and the Developmental Journal
    - demonstrate progress on individual education plan targets
- to record significant events
- to acknowledge achievements, increase motivation and self-esteem
- to help pupils negotiate future targets - "where to go next"
- to build up a pupil's record of achievement and attainment

FOR TEACHERS
To make the teaching and learning more effective:
- plan for future aims, differentiation and continuity
- retain information - for transfer to summative documents such as Annual Reviews
- demonstrate continuity, progression and achievement
- evaluate teacher performance
- record coverage of National Curriculum and the Early Years Foundation Stage via the school's schemes of work
- organise time and assist in classroom management
- indicate cross-curricular connections

- provide ideas for future activities and the development of the school schemes of work
- Professional collaboration by sharing good practice and ideas

FOR OTHERS
To be accountable to:
- parents
- other teachers
- other professionals working with the pupils
- internal management - senior teacher for key stage, curriculum co-ordinators, headteacher and governors
- external agencies – the local authority and OfSTED
- the community that the school serves

LEGALLY
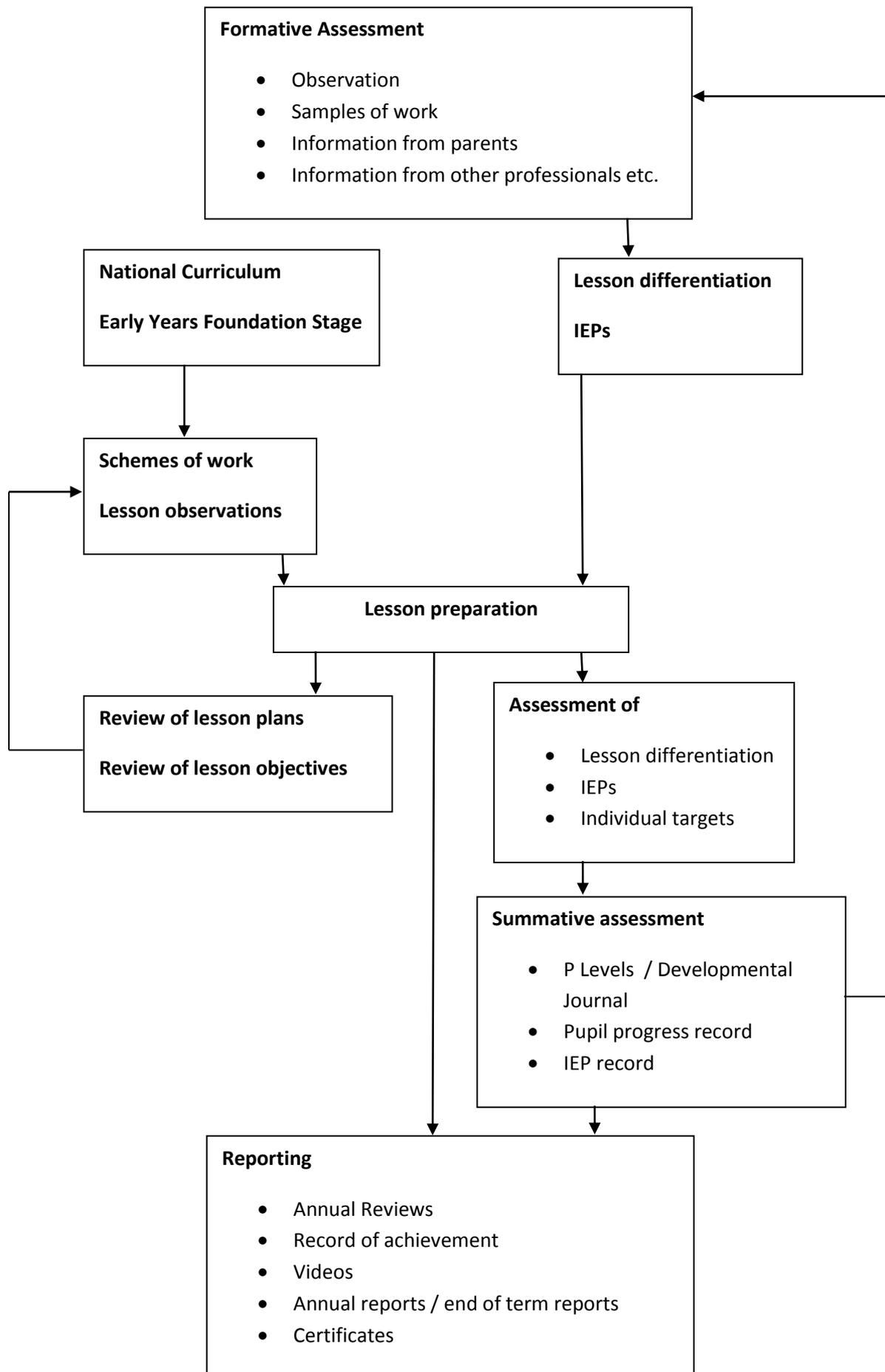The school is required to:
- complete a Foundation Stage profile.
- complete an Annual Reports to parents.
- target set with parents within six to eight weeks of Statementing.
- complete an Annual Review of the targets set for Statemented pupils.
- provide evidence of pupil attainment within curriculum targets.
- complete whole school target setting

GENERALLY
The school uses assessment, recording and reporting to:
- support curriculum evaluation and development.
- enable the organisation of needs based teaching groups
- assess the need for additional teaching support

Flow Chart showing Assessment, Recording and Reporting at Stephen Hawking School

Formative Assessment

- Observation
- Samples of work
- Information from parents
- Information from other professionals etc.

Lesson differentiation

IEPs

National Curriculum

Early Years Foundation Stage

Schemes of work

Lesson observations

Lesson preparation

Review of lesson plans

Review of lesson objectives

Assessment of

- Lesson differentiation
- IEPs
- Individual targets

Summative assessment

- P Levels / Developmental Journal
- Pupil progress record
- IEP record

Reporting

- Annual Reviews
- Record of achievement
- Videos
- Annual reports / end of term reports
- Certificates

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Assessment

<u>Formative Assessment</u>

Formative assessment at Stephen Hawking School is about assessment *for* learning. Consequently, it puts the child at the centre of the assessment process and allows classroom practice to promote each pupil's development. It must provide teachers, and pupils, with feedback which then alters the teaching and learning activities that are taking place: teaching is adapted to meet the needs of the individual.

This formative assessment differs from other forms of assessment in its purpose. It does not, for instance, provide a means of assessing each pupil's learning needs against another pupil's or provide information over the longer term which shows progress across a key stage. It is **<u>not</u>** assessment *of* learning.

However, test scores, such as the P Levels or the Developmental Journal , can be used as formative assessment in the longer term. An example of this would be by using these scores to report on different attainment in some subjects that then allows the teacher to assess how that subject is taught and how changes to this may be needed for that pupil.

Medium term formative assessment concentrates on a shorter cycle of assessment, interpretation and action. At Stephen Hawking School this is about using tools, such as observation, followed by staff discussions to adapt the methods that are used to teach each individual pupil.

Medium term formative assessment also allows for the implementation of changes that may arise as a result of teacher or support staff professional development. These changes would then need to be assessed again to ensure that pupil progress is developing in the way that is anticipated.

Short term formative assessment is an ongoing process that occurs day by day or minute by minute. This is where staff working with each pupil, or a group of pupils, adjusts their teaching to meet the changing needs of the pupil or pupils.

According to Williams (2009) there are five key aspects to formative assessment. These involve the teacher, peers and the learner along with a clear idea about the direction learning is to take, where the pupil's learning is now and how the pupil is going to get there.

	Where the learner is going?	Where the learner is now?	How to get there
Teacher	Clarifying learning intentions and sharing criteria for success	Engineering effective classroom discussions, activities and tasks that elicit evidence of learning	Providing feedback that move learners forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	Activating students as the owners of their own learning	

Fig1 Aspects of formative assessment (William, D. 2009)

Putting these into place with children with profound learning difficulties is more complicated and needs some adaptation. Consequently, at Stephen Hawking School the following demonstrates how this approach has been adapted.

Teachers:
- provide clear instructions to all children about the activity that they are to take part in and tell them what they are going to learn. Be clear about the learning intention for the lesson
- constantly repeat the learning intention so that the pupil knows what's expected of them
- tell the pupil what they have achieved at the end of a lesson

Peer:
- children working together and in groups with the same share learning intention
- children supporting each other in joint activities e.g. one pupil pointing to an object that another pupil has been asked for

Learner:
- each pupil having a clear understanding of the learning intention
- supporting children in completing activities on their own
- learning via independent exploration

Approaches used for formative assessment at Stephen Hawking School are:

<u>Long term formative assessments</u>

- developmental journal achievement
- P Level progress
- IEP evaluations
- lesson target evaluations

Medium term formative assessments

- observations both formal and informal
- comments in books or on work
- feedback to the team at class meetings
- feedback to the class teacher at the end of the day
- photographs
- video
- worksheets and work books
- information from other professionals and parents
- post it notes
- professional development of staff

Short term formative assessments

- informal observations
- use of language , for instance change what you are praising or how you give praise

Assessment

<u>Summative Assessment</u>

Summative assessment at Stephen Hawking School is the assessment that takes place at the end of an academic term or year to summarise children's achievements. These assessments would usually be criterion based and provide the teacher with a clear idea about the overall achievements of the pupil or pupils. From this they can be used to plan for the future, for instance a scheme of work for a coming term or year. Summative assessment also provides the pupil and parents with an overall level so that progress across a period of time can be recorded and celebrated. It also allows comparisons to national assessments so that a pupil knows how well they are doing when compared to their contemporaries. This provides schools with the opportunity to set challenging, yet realistic, targets for pupil progress across the coming term or year. Summative assessment can be both quantitative and qualitative.

At Stephen Hawking School a number of summative assessment systems are used:

- Developmental Journal in Early Years
- P Level assessments in KS1 and KS2 (including the P Level Journal and CASPA)
- IEP assessment
- individual learning targets for a series of lessons
- Annual Reviews

Recording

<u>Individual Education Plans</u>

Individual Education Plans (IEPs) are used to prioritise a pupil's needs and to ensure that time and resources are allocated appropriately in order for the pupil to make progress in areas identified as key areas for development. They are therefore pupil centred.

All IEPs must reflect learning and development that is additional to and over and above the normal differentiated curriculum.

All pupils IEPs must be based on the targets specified on the child's 'Statement of Special Educational Need'; these will be based on the areas of cognition and attitudes to learning, communication and interaction, sensory and physical needs and self-help and independence.
There is a copy of the standard layout for all IEPs in Appendix 2 and on the school's intranet

The cycle of planning, writing and evaluating ieps

<u>Setting targets for initial IEPs</u>

For those pupils entering school with a full statement:
The IEPs/priorities in Early Years must be taken from part three of the pupil's statement of special educational needs and any issues raised by parents along with observations of the pupil. This will form the long term target for the pupil, which may last across the key stage. The long term targets for key stages 1 and 2 must be based upon the long term targets from Early Years. The review of the IEPs/priorities in Early Years and the aims from the statement will form the baseline for the new targets. The baseline must also include observations and evidence of learning that has taken place.

The annual target must be based upon the long term targets and should be written at the annual review with the parents. This, in turn, will lead to the short term targets. There is no requirement to write all the short term targets at the same time. They can be written across the year or as and when required. This will allow them to reflect on the learning needs of the child and any observations that have been made.

When a pupil begins school the long term targets need to be collated so that draft IEP targets are written in preparation for a meeting with the parents, within eight weeks of the child's admission. If a child attends part-time or spends a large amount of time in hospital then the eight weeks may be extended to a maximum of 40 days where the pupil has attended school. It is the role of the Head of Department to ensure these meetings take place.

For those pupils entering school on a "placement during assessment" (this includes pupils who have a statement citing another school) reports and information are often very sparse. The completion of the school admission papers provides a good opportunity to discuss with

parents their priorities for their child. Where possible, teachers must liaise with staff at previous placements or with the staff at other schools when a child is dual registered.

In addition to this information, pupil observations and assessments need to be used to establish baselines.

IEPs need to be discussed and agreed with parents and other professionals working with the child during the first term.

Progress towards annual targets is considered at the Annual Review meeting where they are amended and re-written or new ones are set for the forthcoming year. Thus a formal and statutory annual cycle of planning and evaluation is established with the parents and other people working with the pupil. Between Annual Reviews, at the end of the autumn and spring terms, progress towards IEPs is reported to parents within the child's End of Term Report. IEPs are formally evaluated by class teachers using the agreed format, every term.

How to use the standard IEP layout:
Baseline
This is the previous target or, where it is a new IEP, derived from part 3 of the Statement of Special Educational Needs, pupil observations and parental wishes. This needs to be referenced to the appropriate school documentation/assessment material: QCA 'P' Levels, the Developmental Journals etc.

Long Term Goal
This goal should indicate the direction of the child's learning over the key stage. In Early Years it will be taken from section 3 of the statement of special educational needs and in Key stages 1 and 2 from the goals set in Early Years or section 3 of the statement.
This goal should be derived from
- section three of the statement
- the long term goals from the previous key stage
- assessment material
- advice from other professionals working with the pupil, for instance, peripatetic teachers for the visually impaired or physiotherapist
- parental wishes
- observations

Objectives - Short Term Targets
These are derived from
- a task analysis of the gap between the baseline and long term target
- Annual Review or the initial target setting meeting
These targets should be precise and be able to demonstrate pupil progress annually

Strength and Needs Analysis
In some instances it may be difficult to identify a baseline and appropriate targets. At this time a strength and needs analysis should be completed, with the support of the class team, as described by Lacey, P (2010). The analysis identifies each child's strengths, their needs at that time and then their next learning needs. An example is shown below.

Strengths	Needs right now	Next learning needs
• Grasping and manipulating objects • Smiling to indicate enjoyment • Smiling to anticipate a very familiar and favoured activity • Indicating dislikes with his face • Pushing away or dropping objects he doesn't want • Enjoying objects that vibrate	• Plenty of familiar vibrating objects • Objects offered one at a time • Objects and activities offered close to them • Lots of repetition of an activity to help them anticipate the game • Lots of opportunities to show like and dislike of objects and activities	• Widening their repertoire of vibrating objects so they can build up their understanding of the way the world works • Burst-pause games with their vibrating objects to help them learn to anticipate what's going to happen next in more situations • Staff interpreting their like and dislike responses as 'more' and 'no more' so they can learn to control their environment a little more

From this analysis Lacey (2010) suggests that the target would be

> '...will show that he is anticipating a repeated stimulus in burst-pause games with an adult' (p.4)

Strategy
Following Portage guidelines be clear and identify:

> • who will do what
> • when
> • under what conditions
> • and the criteria for success

Be sure to consider:

> • the role of the adult
> • verbal and or physical prompts
> • the equipment used
> • the social setting

Smart and Scruffy
All objectives must be either smart or scruffy

> • Specific   • Student led
> • Measurable   • Creative
> • Achievable   • Relevant
> • Realistic   • Unspecific
> • Time related   • Fun, For, Youngsters

Smart and scruffy targets are very different; both have their place and may be used at different times in each child's time at school. Smart targets are likely to be more useful when specific knowledge and skills are being introduced, although we acknowledge that some targets are difficult to measure or be time related. Scruffy targets are likely to be more use when a specific skill needs to be generalised. However, it should be possible to preface all targets with the phrase 'let me show you how I can'.

Children with Degenerative Conditions
The setting and evaluation of long term goals and objectives for children with degenerative conditions is exactly the same as all the other children in school. However, a greater emphasis on the maintenance of skills may be present and consideration needs to be given to the possible reduction in the child's senses and physical ability (e.g. a communication IEP based on sight may no-longer be appropriate if their sight is deteriorating).
As with all other IEPs the parents must be kept informed of all changes and the reason for the changes.

Objectives for Children Moving To Mainstream Schools
For children moving to mainstream schools the objectives need to consider the transition process, the needs of the child in the mainstream school (e.g. their communication system may need to be adapted) and the ability to work towards the objectives bearing in mind the mainstream school staff's skills and the mainstream school setting. Where possible the objectives should be set with the parents and the mainstream school staff. Specific attention should be given to the transition process in the strategy section of the pupil's IEPs

Evaluation and Considerations for Future Planning
Evaluation is continuous. It is essential to have a system of note keeping that is accessible to everyone in the class, for example, using "post its", an exercise book or a loose leaf ring binder.
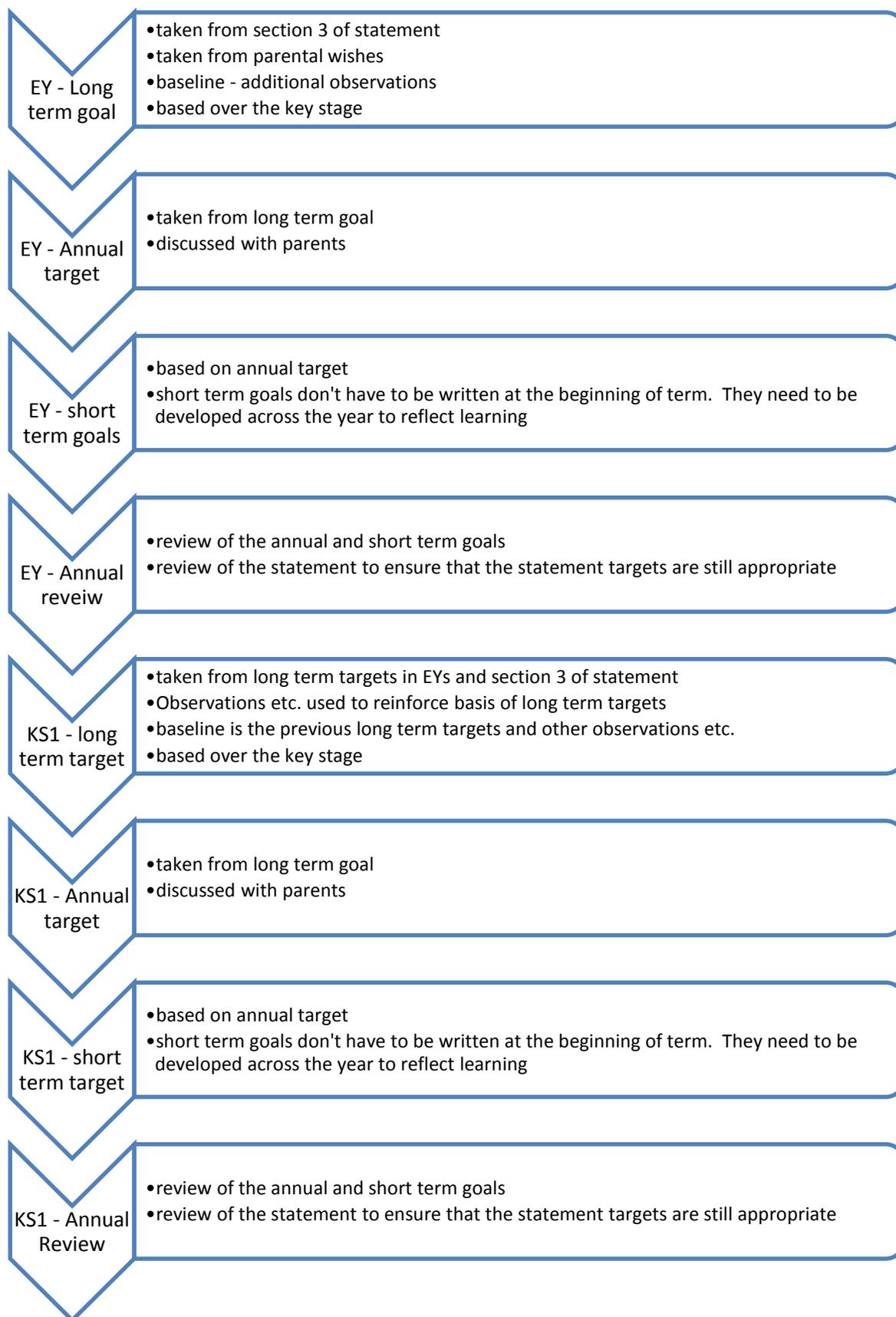
In addition to the Annual Review, IEPs must be formally evaluated and recorded on the standard layout every term.

For some pupils with very complex needs, setting clear, achievable objectives may be challenging. Teachers should feel free to formally discuss any concerns with colleagues. Time can either be allocated at a teacher meeting or a specific meeting can be arranged with particular teachers, and other staff, whose expertise and knowledge may be appropriate.
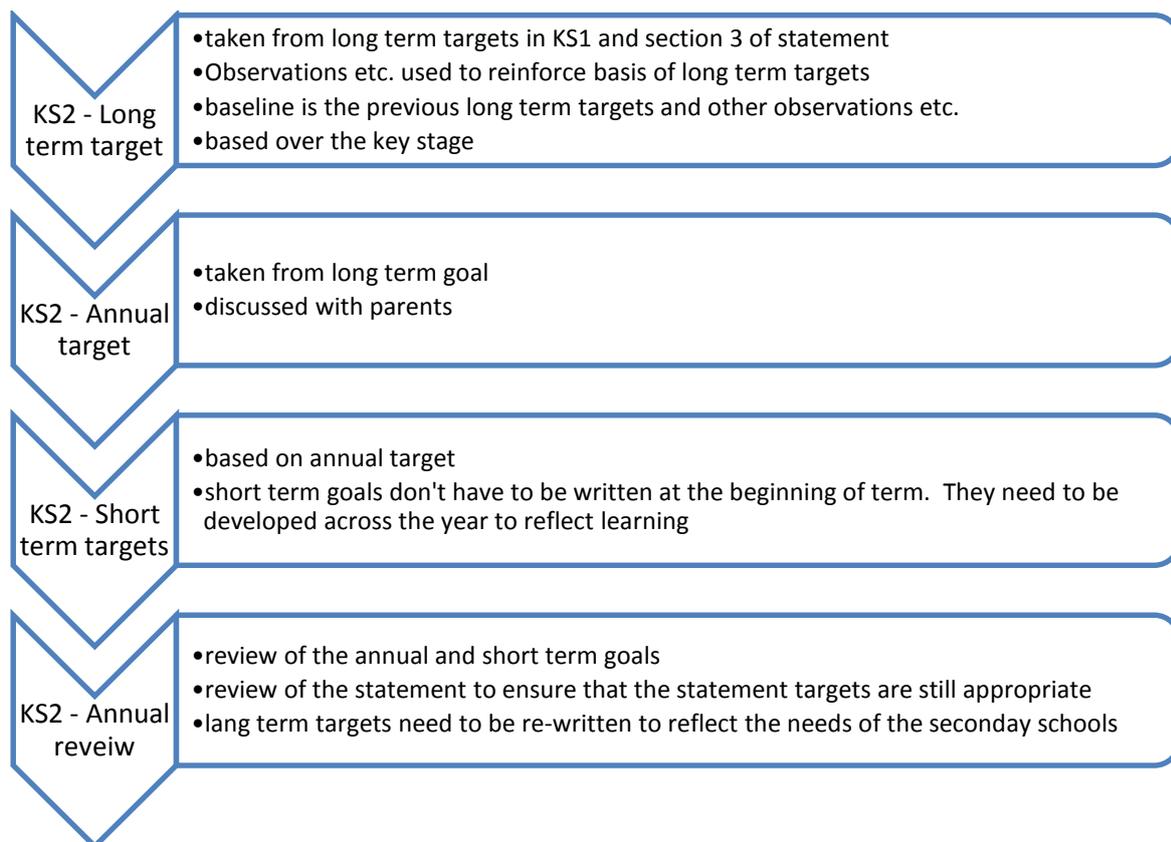
Also, whether setting objectives or evaluating it is important that teachers liaise with visiting therapists and specialist teachers. Where a child is not meeting specific objectives it may be necessary to convene a multi-professional assessment to support future learning.
In addition to accessing support from Tower Hamlets professionals, the school has an on-going link with SENSE, the national charity for deaf blind children. A worker from SENSE is able to visit school to assess and advise on children with multiple impairments. Where appropriate experts from other agencies may be consulted following agreement with either the head of department or the headteacher.

Assessment, Recording and Reporting Policy

Flow Chart showing IEP setting and evaluation

EY - Long term goal
- taken from section 3 of statement
- taken from parental wishes
- baseline - additional observations
- based over the key stage

EY - Annual target
- taken from long term goal
- discussed with parents

EY - short term goals
- based on annual target
- short term goals don't have to be written at the beginning of term. They need to be developed across the year to reflect learning

EY - Annual reveiw
- review of the annual and short term goals
- review of the statement to ensure that the statement targets are still appropriate

KS1 - long term target
- taken from long term targets in EYs and section 3 of statement
- Observations etc. used to reinforce basis of long term targets
- baseline is the previous long term targets and other observations etc.
- based over the key stage

KS1 - Annual target
- taken from long term goal
- discussed with parents

KS1 - short term target
- based on annual target
- short term goals don't have to be written at the beginning of term. They need to be developed across the year to reflect learning

KS1 - Annual Review
- review of the annual and short term goals
- review of the statement to ensure that the statement targets are still appropriate

KS2 - Long term target
- taken from long term targets in KS1 and section 3 of statement
- Observations etc. used to reinforce basis of long term targets
- baseline is the previous long term targets and other observations etc.
- based over the key stage

KS2 - Annual target
- taken from long term goal
- discussed with parents

KS2 - Short term targets
- based on annual target
- short term goals don't have to be written at the beginning of term. They need to be developed across the year to reflect learning

KS2 - Annual reveiw
- review of the annual and short term goals
- review of the statement to ensure that the statement targets are still appropriate
- lang term targets need to be re-written to reflect the needs of the seconday schools

Recording

<u>Intervention Strategies and Programmes</u>

Where a pupil is in need of additional support intervention strategies or programmes can provide a greater degree of support.

Strategies and programmes that are currently in use in school are based on:

- behaviour policy
- multi-professional support and advice
- advice from MSI, VI and HI teachers
- assessment which demonstrate that achievement is significantly above the school's average i.e. 'gifted and talented'

Intervention strategies and programmes should specify when they will be monitored e.g. reviewed fortnightly at class meetings. These strategies and programmes may need to be reviewed daily whilst the they are being established

<u>Pupil Voice</u>

'Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child' (Code of Practice, DfES, 2001, p.27)

At Stephen Hawking School we are committed to providing all pupils, where possible, with the opportunity to express their opinions and to have a say in their own IEP objectives, their achievements and to contribute to the Annual Review process.

The judgement over which children are able to participate in this process will be made by class teachers and support staff working with that child. At all times the appropriateness and purpose of the process must be considered so that it does not become tokenistic and irrelevant to the child and their parents.

For those children who are unable to take a direct part in the setting of IEP objectives and annual reviews etc. the school makes use of the following to demonstrate pupil's opinions:

- end of term reports with photographs to demonstrate achievement / likes / preferences
- record of achievement with photographs demonstrating achievement and preferences
- the focus of IEPs on communication and pupil's independence skills
- parent workshops where parents are given the opportunity to work with their child
- external assessment reports such as SENSE
- school council

Recording

Lesson Plans

These relate to the school's schemes of work, the National Curriculum and the Early Years Foundation Stage Curriculum and provide an overview of the work that is being covered during a term. Formal lesson plans at Stephen Hawking School may fulfil the role of either or both medium and short term planning.

Lesson plans should reflect breadth and balance for each key stage and the structure of the scheme of work. They should also give consideration to

- Understanding and knowledge
- Skills
- Attitude and values

A copy of the standard layout for all lesson plans is in Appendix 3 and on the school's intranet as a template.

How to use the standard lesson plan layout

The lesson plan shows aspects of planning that are common to all pupils in the class

Differentiation is shown via the assessment levels: all children, some children and a few children or via P Levels groupings for instance P1(i)-P2(ii), P3(i)-P4 and P5-P7

Teachers may prepare, action and review lessons in a variety of different ways; however, the lesson plan at the end of the term must represent a full and clear record, accessible to all staff, of the work that was undertaken. The lesson plan has a summative function and allows subject co-ordinators to monitor National Curriculum and Early Years Foundation Stage subject provision.

Units of work

These are derived either from the topic for the term or the appropriate scheme of work

Session Planning

This contains the content of the lessons for the term and acts as a record of pupils' experiences. It is common to all pupils participating in the lesson

Evaluation and consideration for future planning

This is an evaluation of the unit of work, or focus for the activity, and of the differentiated learning for the pupils via a:

- review of the teacher's action and lesson content
- review of pupils' achievements

Recording

<u>Marking and Feedback</u>

Rationale
To ensure that all children have their work discussed and marked in such a way that feedback will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Aims
- To ensure that all children know what their achievements are
- To help the pupil to understand what they need to do next
- To ensure planning is amended in order that the teaching and learning meet the needs of all children

Principles

Marking children's work should be a way of giving children meaningful feedback and should relate directly to their learning.

The language used to mark children's work or to give feedback needs to be consistent.

Marking can also take the form of sharing work with peers. This can take the form of drawing other children's attention to things children are doing well e.g. 'look Amzad is turning the pages one at a time'.

Marking of children's work can take different forms and involves both written and verbal feedback. All written feedback must also be given to each pupil verbally.

We endorse the following principles of effective marking and feedback:
- whenever possible, teachers should provide individual, verbal feedback
- feedback, either written or verbal, should be integral to lessons and telling the pupil how well they are doing, what they are doing well and what they need to do next to progress
- formal written feedback should be linked to learning intentions, objectives, success criteria and targets
- staff should look for strengths before identifying improvements when marking work
- the outcomes of marking should be used to inform staffs' judgements concerning children's progress and to inform records and reports
- achievements should be recorded at the time they occur with class teams evaluating the marked work at the end of each day / week
- written feedback should also include graphics such as ☺ so that children who can't read can still receive written feedback
- other forms of feedback, such as clapping etc., must also be used alongside verbal feedback

Monitoring and Evaluation

A review of samples of work in the process of achieving should inform the following performance indicators:

- improvement in children's achievement and attainment
- consistency in teachers' marking across phases
- participation of children in the process

Recording form for marking and feedback

Pupil:	Observer:
Activity:	
What did you see?	

Recording

Observation of Pupils

The purpose of observation

Observation is the close monitoring and analysis of pupil's behaviours and skills, the environment, and pupil's interactions with other children and staff.

Accurate observations of pupils are a vital part of the school's assessment system as they allow the teacher to gather information from a number of situations and by a number of people. This information allows class staff to highlight children's needs and, in particular, things that they have achieved. This, in turn, allows the teacher to identify gaps in children's learning to support ongoing assessment and planning.

There are many reasons for observations, the following are some examples

- to understand the wide range of skills in all areas of a pupil's development
- to assess development and existing skills or behaviour
- to plan activities appropriate to individual's learning needs

The basic principles of observation

There are some basic principles to observations that need to be considered such as:

- observe what you see and not what you think
- do not jump to conclusions over what a child is doing or achieving
- focus on children's strengths and be positive about what they are doing. Don't focus on the negative i.e. what they can't do
- do not create a distraction. If you do this you will not see the child doing what they can do

Also, remember that information about pupils is confidential to them and should not be discussed outside of the school.

Look at the diagram below and consider this in relation to how observations will work in each class group

Types of bservations

Planned Observations: These are observations where there is agreement that a specific pupil or activity will be observed. In these situations it may be agreed that specific skills, knowledge etc are being looked for.

Unplanned Observations: These situations are where staff members notice children doing things that they didn't necessarily realise that they could do. Unplanned observations tend to be ad hoc.

Within both of the above staff may choose to be participants on non-participants. This is they choose to interact with the pupil whilst doing the observation or they choose to observe from 'outside'. They may also choose to time sample, they observe what the child is doing every five

minutes for example, or event sample where they only observe what is happening during specific lessons, activities etc.

Recording observations

Observations and assessments of children should be recorded in an agreed format. This is essential as it means that the class teacher does not have to analyse information that is presented in a variety of ways. This agreed format is for each class to decide upon.   This format could involve written information about what is observed or a tick list for example. The format below is a suggestion

Number / title of observation:
Date of Observation:
Method: e.g. planned, unplanned, longitudinal, time sampled, event sample, participant, non-participant, etc.
Start time:
Finish time:
Number of pupils / staff:
Type of setting:
Context: e.g. what's happening
Aims of the lesson / observation:
Observation:
Assessment:

Adapted from: Kamen, T (2011)*Teaching Assistant's Handbook Level 3: Supporting Teaching and Learning in School.* Hodder Education. P. 6

Assessment, Recording and Reporting Policy

Things to be considered by each class team
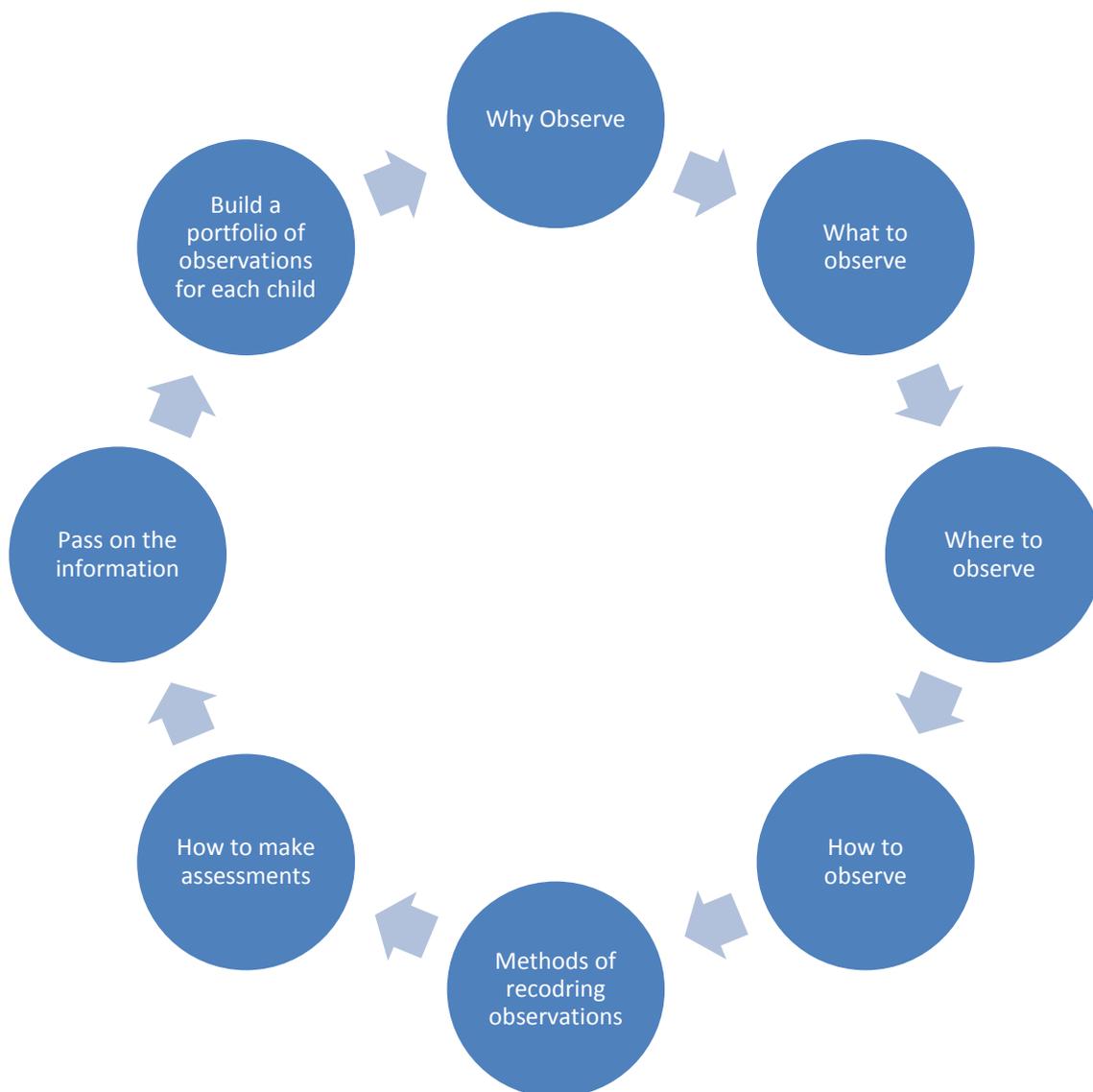
Thinking about Observing by Jackie Harding and Liz Meldon-Smith

Recording

Record of achievement – Early Years

For the majority of children in Early Years

Section 1: Early Years in School (completed by end of time in Nursery1/Blue class)

- May have a photo of the child's first day in school (dated)
- Will have child's first end of term reports (up to 6 depending on when the child started school).
- Will have a photographic record of IEP achievements over 1 or 2 years. (This will depend on when the child started school. If children start school late in the school year, IEPs will not have been set, therefore there will be no recorded progress).

Section 2: Nursery 2 class (completed by the end of time in Nursery 2 class)

- Will have a dated first page with class / appropriate photo
- Will have a dated, annotated photo of achievement in communication, exploration, sensory and motor development and personal, social and emotional development (PSED).
- Will have a dated and labelled page of photos for other areas of the curriculum (not detailed annotation).
- Will have an annotated photographic record of IEP achievements over the year.
- May have examples of work / other relevant photos (e.g. evidence of inclusion, special events etc)

Section 2: Reception class (completed by the end of time in Reception class)

- Will have a dated first page with class / appropriate photo
- Will have a dated, annotated photo of achievement in communication, exploration, sensory and motor development and personal, social and emotional development (PSED).
- Will have a dated and labelled page of photos for other areas of the curriculum (not detailed annotation).
- Will have an annotated photographic record of IEP achievements over the year.
- May have examples of work / other relevant photos (e.g. evidence of inclusion, special events etc)

For a few children in Early Years in Nursery2 Class and Reception Class:

There may be a few children who are working within the Early Years Foundation Stage Curriculum. These children's record of achievement:

- Will have a dated, annotated photo of achievement in prime areas of the EYFS – PSED, physical development and communication and language
- Will have dated and labelled photos of specific areas of EYFS – literacy, mathematics, understanding the world and expressive arts and design. Some of these photos may have detailed annotation.
- Will have an annotated photographic record of IEP achievements over the year.
- May have examples of work / other relevant photos (e.g. evidence of inclusion, special events etc)

At the back of the black document folder there will be:

- A section labelled "Certificates" containing all certificates the child has received so far
- A section labelled "End of term reports Early Years" containing copies of end of term reports from Nursery 2 and Reception classes
- Space for end of term reports from key stage 1 and key stage 2

N.B.

If the child has appeared in the press, copies of photos/ articles may also be stored in the record of achievement.

Key stage 1 and 2

The record of achievement in KS1 and KS2 are significantly different from those in EYFS. This reflects the different curriculum and the overall development of each child. The record of achievement will:

- contain the P Level Journal with supporting photographic or observation evidence for core areas of the curriculum.
- include end of term reports to show evidence of progress and activities in other curriculum areas (communication and exploration or English, maths and science
- be differentiated according to P Level assessment

pupils P1(i)- P3(ii)	Pupils P4+
Communication (speaking and listening) Exploration (maths using and applying Science scientific enquiry) PSHE IEPs End of term report	English – speaking and listening, reading, writing Maths – all areas Science – scientific enquiry – other areas? PSHE IEPs End of Term report

Recording

Class records

Class team meetings

Each class is required to have weekly meetings to discuss children's progress and other matters that relate specifically to each classroom. All conversations in these meetings are recorded in a book that is kept in the classroom. It is essential that all members of the class team attend so that everyone is well informed and information that individuals have about specific children can be shared in an appropriate manner.

In addition to children's progress the following area should be reviewed regularly:

- children's IEPs and the strategies to deliver them
- classroom management
- staff roles and responsibilities
- hygiene routines
- work with therapists and other visiting professionals
- the curriculum
- lunchtimes and playtime

Teaching files

It is recognised that this is a working document (not necessarily a file) and therefore accessible to the individuals in each class. However, it must also be accessible and easy to understand so that other professionals from outside the class understand what is happening. Consequently, as a minimum the following should be available:

- pupil IEPs
- details of the classroom environment, organisation and future plans
- timetables
- class routines
- working copies of lesson plans

Computer records

Each pupil has a file on the school's server containing their records. This file contains information about the pupil and their records of their achievement. The same file structure is used for all pupils so that members of staff can access information. The diagram below demonstrates the layout. Each pupil has a file that is subdivided into Annual Reviews, end of term reports, IEPs, other reports, P level journal, photos, pupil profile and record of achievement.

Video records

For some children video records are considered a more appropriate way of recording their achievements. Due to the level of work involved in video records it may not be possible to provide them records for all children in each class. Consequently, the class teacher, with the support of their class team, will determine which children would have their progress best demonstrated using this media.

Recording

<u>P Level Journal</u>

In key stages 1 and 2 each pupil has a P level journal for English and mathematics which shows progress against the P Levels over time. Each of the P levels is subdivided using PIVATS (Performance Indications for Value Added Target Setting). These journals record written evidence showing how each pupil has progressed through each of the P levels. The P Level journals are updated at the end of each term. Where appropriate, evidence that demonstrates children's achievement should be placed alongside the written information.

Recording

Pupil class files

These files are blue ring binders that are stored in classroom cupboards. The are open to all staff who work with the children on a need to know basis. These files are also available to parents on request. No confidential information should be kept in these files.

Each file should contain:

Section 1
- print out of information from the school's administration programme
- pupil profile sheet
- statement of SEN
- admission papers

Section 2
- multi-professional support
- therapy plans

Section 3
- current annual review
- current individual education plans
- any other current programmes e.g. behaviour

Section 4
- previous annual reviews
- Previous individual education plans
- any other previous programmes e.g. behaviour

Section 5
- Additional relevant information such as information about diagnosis

Pupil office files

These files are kept in the headteacher's office using the Borough Primary format and are up updated by them as new papers and correspondence arrives.

The files are organised into six colour coded sections:

Green   SEN statement and related papers
Red   Annual Reviews
Yellow   correspondence with parents
Clear   correspondence with other agencies
Blue   admission and permission forms
Clear   medical information

These files are confidential and must never be taken out of the headteacher's office without permission. They should be returned immediately after use.

Papers such as case conference notes, letters from doctors or social services are kept in these file and not in the class files

These files are open to parents on a need to know basis only

Reporting

<u>Home School Diaries</u>

The frequency and use of home school diaries is to be agreed with parents at the beginning of each academic year.

Some messages from or to parents may need to be kept formally and in these instances the page from the home school diary should be photocopied and kept in the child's office file.

Books are kept in the school's stationary cupboard in various sizes depending on their usage.

<u>Telephone Diaries</u>

Where the main means of communication between home and school is the telephone a brief record of conversations should be kept in the child's class file

<u>End of term reports</u>

End of term reports must be easy to read, clear and informative so that they are easily accessible for pupils and parents. They report on each pupil's work in that term and cumulatively represent each pupil's end of year report. There are standardised reports for each key stage supporting the way the curriculum develops and varies across the school. In each key stage the reports will consist of four pages.

<u>Early Years</u>

In Nursery 1, due to the assessment and information gathering processes that are taking place end of term reports will not contain a page on the class' topic work. The reports from this class will look at 'communication', 'exploration' and or 'sensory & motor' and Individual Education Plans (IEPs). The final page will contain general photographs of the child and the activities that they have taken part in.

In Nursery 2 and Reception each report will focus on the topic that has been covered that term. There will be a generic section on the topic demonstrating the activities that all children have accessed as well as having a more focussed section on how each pupil has taken part in these activities. The following three pages will demonstrate, on each subsequent page, the pupil's progress and achievement in 'communication', 'exploration or sensory & motor', and their IEPs. Each page will contain photographs to demonstrate and exemplify what has been written.

<u>Key stage 1</u>

The end of term reports for KS1 will be very similar to those from Early Years. However, they will need to be slightly more formal in recognition of the more structured curriculum

offered. There will be a general page demonstrating the activities and progress based on the topic activities that have taken place followed by a page on English or 'communication', a page on mathematics or 'exploration' and a page showing progress towards the pupil's IEP targets.   The whole report will contain photographs which support the written comments.

The curriculum topic section of the report must demonstrate evidence for National Curriculum subjects across the year e.g. History in the autumn term, geography in the spring term and RE in the summer term.

Key stage 2

The end of term reports for KS2 will be more formal in recognition of the higher expectations that are placed on the children. The vast majority of each report will focus on pupil specific information; in particular this will be the case for children working on P4 and above. Each pupil's report will have a section on English or 'communication', a page on mathematics or 'exploration', a page on other curricular areas and a page on the pupil's IEPs. There is no page about the topic that has been covered during the term as this will be demonstrated via the curriculum focussed pages.

Transition Reports

In order to facilitate the transition of pupils to a new class or new key stage each teacher will complete a form giving information about the work that the pupils have undertaken during the summer term. This form will then support planning for the following autumn term. The template for the report is appendix 7

Swimming Reports

To support teachers in establishing a full understanding of the whole child the swimming instructor or STA will complete a brief progress record for each child. This report will be given to each class teacher at the end of each term. The template for this report is appendix 8

Reporting

<u>Annual Reviews</u>

Annual Reviews are carried out once a year during the summer term. This supports multi-agency working, collaboration, the school's curriculum reporting system and rotational placements of therapists. Although this means that the first review is not one year on from the statement:

> "the timing of annual reviews should reflect the circumstances of the child and the action that may flow from the review,…Timing should also reflect the circumstances of the child's school." (Special Educational Needs: Code of Practice. 2003. Para 9:3)

The school's Annual Reviews follow the aims of the Code of Practice (2001) paragraph 9:7

The Annual Review should aim:

- to assess the child's progress towards meeting the objectives specified in the statement and to collate and record information that the school and other professionals can use in planning their support for the child

- in the case of the first Annual Review, to assess the child's progress towards meeting the targets agreed and recorded in the IEP following the making of the statement; and in the case of all other reviews to assess progress towards the targets in the IEP set at the previous review

- to review the special provision made for the child, including the appropriateness of any special equipment provided, in the context of the National Curriculum and associated assessment and reporting arrangements. Where appropriate, the school should consider providing a profile of the child's current levels of attainment in basic literacy, numeracy and life skills, and a summary of progress achieved in other areas of the curriculum, including the National Curriculum. Where the statement involves a modification or disapplication of the National Curriculum, the school should indicate what special arrangements have been made for the child

- to consider the continuing appropriateness of the statement in the light of the child's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus to consider whether to cease to maintain the statement or whether to make any amendments, including any further modifications of disapplication of the National Curriculum

- if the statement is to be maintained, to set new targets for the coming year: progress towards those targets can be considered at the next review. (DFES, 2001 Para 9:7)

In addition the school ensures that the written advice for the review relates to:

> 'the child's progress towards meeting the objectives in the statement and any short-term targets established to help meet the objectives; the application of the National Curriculum; the progress the child has made in their behaviour and attitude to

learning; the continued appropriateness of the statement…' (Special Educational Needs: Code of Practice. 2003. Para 9:14)

The school's Annual Review reports ensure this by containing the following sections:

Pupil profile

This section contains brief information about the pupil the type of equipment that they use and their general welfare, for instance settling into a new class

Targets from the previous Annual Review

This section lists the targets agreed at the Annual Review from the previous year.

Progress made towards these targets

This section is a brief report on the progress made towards achieving the previous year's targets.

Targets for the coming year

This section is the new targets set, based on the progress towards the previous year's targets. Those present at the meeting should agree these.

Headteacher's report

This is a brief report on attendance as well as placing the Annual Review in the context of the national testing and reporting requirements.

Reports from other professionals

All professionals involved with each child are asked to submit a report on progress made over the past year.

Parents' comments and reports

All parents are asked to attend the Annual Review and in exceptional circumstances it may be read over the telephone.

Record of action agreed at the Annual Review meeting.

This final section is a record of the discussion at the Annual Review meeting and will indicate agreement over the targets set and who is to be the key worker for each target.

Preparing for the Annual Review

In preparing for the Annual Review it is the responsibility of the headteacher to request written advice (reports) from people they think appropriate along with anyone specified by the authority (DFES, 2001).

Within school this report is prepared by the class teacher, following the format listed above using the generic report for each year group for each curriculum area of the National

Curriculum or Early Learning Goals that is held on CD. This draft report **must** be with the headteacher **three weeks prior** to the scheduled date for the Annual Review meeting.

The main office will send out letters requesting written advice from anyone specified by the authority or whom the headteacher feels is appropriate. Requests for written advice will be based upon a database held by the school outlining additional support for each child. The letters will ask for this information to be with the headteacher **three weeks prior** to the scheduled date for the Annual Review.

The main office will collate the written evidence for each pupil adding the LEAs Annual Review form (SEN/5/R) to the front. The main office will then send this draft document, to parents and anyone who is to attend the Annual Review meeting **two weeks prior** to the scheduled date.

During the two weeks between the collation of the draft report and the Annual Review meeting each class teacher will meet with either the headteacher or their head of department to discuss each pupil's progress. Class teachers will be asked to bring with them the pupil's files.

Annual Review Meetings

The dates and times of the Annual Review meetings will be arranged by the main office in conjunction with the Home School Liaison Officer to ensure that a suitable translation service is available if necessary. The main office will ensure that the persons whom the headteacher feels should attend are given two weeks' notice of the review meeting.

'The head teacher **must** invite:

- the child's parents, (if the child is looked after by the local authority, under a care order, the child's social worker and the residential care worker or foster parents, should be invited as appropriate)

- a relevant teacher, who may be the child's class teacher or form / year tutor, the SENCO, or some other person responsible for the provision of education for the child, the choice resting with the head teacher

- a representative of the placing LEA

- any person who the LEA considers appropriate and specify in a notice

- any other person the head teacher considers appropriate' (DFES, 2001 Para. 9:16)

A full list of dates and times will also be given to the Deputy so that appropriate cover for class teachers can be made.

The headteacher formally delegates the responsibility of Chair to each pupil's class teacher unless it is likely that the Annual Review will result in a request for an amendment of the statement or for a full re-assessment.

A member of staff from the main office will attend the meeting to take minutes where the Chair feels this is appropriate.

The meeting should, based on the issues raised in the written evidence presented, consider:

- does the statement remain appropriate?

- are any amendments to the statement required?

- should the LEA continue to maintain the statement, or should the LEA be recommended to cease to maintain the statement, and the child's needs be me appropriately through *School Action Plus*?

- any new targets to be set to meet the objects set out in the statement' (DFES, 2001, Para 9:29)

The meeting may make recommendation based on the four areas above.

'Amendments to a statement are likely to be recommended if:

- significant new evidence has emerged which is not recorded on the statement

- significant needs recorded on the statement are no longer present

- the provisions should be amended to meet the child's changing needs and the targets specified at the reviewed meeting, or

- the child should change schools, either at the point of transfer between school phases, for example infant to junior or primary to secondary, or when a child's needs would more appropriately be met in a different school, for example by inclusion in the mainstream.' (DFES, 2001, Para 9:30)

Parents should be encouraged to attend the Annual Review, and to express their views on their child's progress. Any issues that they raise must be formally recorded.

> 'parent should be encouraged to contribute their views to the Annual Review process, to attend the review meeting, and to contribute to discussions about any proposals for the new targets for the child's progress' (DFES, 2001, Para 9:29)

In exceptional circumstances where parents do not arrive for the meeting or it is not possible to make a mutually agreeable date and where there are no concerns regarding a pupil's progress and placement it is acceptable to conduct the discussion by telephone. This must be recorded on the Annual Review.

> 'Where a parent does not respond to invitations to contribute in writing to the review, or to attend a review meeting, this should be recorded in the review report with any reasons given' (DFES, 2001, Para 9:29)

If this difficulty arises for a second year a home visit, taking the pupils files must be undertaken (Guidelines on home visiting are in appendix 4).

Letters to various agencies that need to be completed as a result of the targets set at the Annual Review can be completed by the Chair or the minute taker, when present, using the standard layout in appendix 6 during the meeting.

Following the Annual Review Meeting

The draft Annual Review together with any additional documentation, minutes from the meeting and action agreed must be given to the main office for typing and collation.

The main office will ensure that all letters to various agencies completed during the Annual Review meeting are attached to the final Annual Review report and sent to the appropriate person.

The main office will then ensure that all parties present at the Annual Review meeting receive a copy of the final report. This will include:

- parents

- class teacher

- other professionals invited

In addition the main office will ensure that a copy is filed in the central files held in the headteacher's office and that two copies are sent to the LEA: 1 for the LEA's SEN section and 1 for the Educational Psychologist.

Educational Advice Contributions for Full Statement

When a pupil is placed in school on a "placement for assessment" the class teacher is often asked to provide educational advice thereby contributing to the assessment and subsequent statement.

As with Annual Review reports these are given in draft form to the headteacher who will discuss any issues with the class teacher before the report is typed, signed and given to the school's main office to send to the Borough SEN Section. Once the completed report has been sent the school's main office updates the database.

Again as with Annual Review reports, this educational advice is sent to parents and is used if other agencies ask for reports.

Guidelines for writing educational advice can be found in Appendix 5

HALF TERMLY MEETINGS

Where a pupil's placement at the school no longer meets their needs and a re-assessment has begun, meetings are convened with the parents every half term by the head of departments.

The aim of the meetings is to keep parents up dated on:

- their child's progress

- any problems that we may be experiencing

- the progress of the re-assessment

and to give them an opportunity to raise any issues that they may have.

Other professionals working with the pupil and their family may, with the parents consent, be invited to these meetings.

The meetings continue until the pupil takes up a place at another school or when, by agreement between the parents and the headteacher, the pupil's needs are able to be met by the school.

Minutes of these meetings are sent to parents, the class teacher and any other worker present. Copies are kept in the pupil's central office file.

Appendix 1

Recognising attainment

The framework below can help teachers recognise attainment below Level 1 of the National Curriculum. It describes possible changes in individual pupils' responses and behaviour as their early perceptions of experiences and their increasing involvement in the learning process develop into areas of knowledge, skills and understanding. The development of internal learning processes, *for example, thinking skills,* is shown by degrees of attention, discrimination and participation in experiences and activities (QCA 2001).

A framework for recognising attainment	
Encounter	Pupils are present during an experience or activity without any obvious learning outcome, although for some pupils, *for example, those who withhold their attention or their presence from many situations,* their willingness to tolerate a shared activity may, in itself, be significant.
Awareness	Pupils appear to show awareness that something has happened and notice, fleetingly focus on or attend to an object, event or person, *for example, by briefly interrupting a pattern of self-absorbed movement or vocalisation.*
Attention and response	Pupils attend and begin to respond, often not consistently, to what is happening, *for example, by showing signs of surprise, enjoyment, frustration or dissatisfaction,* demonstrating the beginning of an ability to distinguish between different people, objects, events and places.
Engagement	Pupils show more consistent attention to, and can tell the difference between, specific events in their surrounding, *for example, by focused looking or listening; turning to locate objects, events or people; following moving objects and events through movements of their eyes, head or other body parts.*
Participation	Pupils engage in sharing, taking turns and the anticipation of familiar sequences of events, *for example, by smiling, vocalising or showing other signs of excitement, although* these responses may be supported by staff or other pupils.
Involvement	Pupils actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other pupils, *for example by making exploratory hand and arm movements, seeking eye contact with staff or other pupils, or by speaking, signing or gesturing.*
Gaining skills and understanding	Pupils gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experiences of the curriculum, *for example, they can recognise the features of an object and understand its relevance, significance and use.*

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Appendix 2

INDIVIDUAL EDUCATION PLAN

Name:	Date:	IEP focus:	Teacher:
Baseline (this should be evidence based): P / FS level (if appropriate):			
Long Term Target:		Annual Target:	
Short Term Targets		Strategies, how what why when	

Evaluations:

Autumn:

Spring:

Summer:

Assessment, Recording and Reporting Policy

Appendix 3

Lesson Plan

Stephen Hawking School Lesson Plan

Subject:

Scheme of work / Topic:

Date:	Year group:

Lesson Plan:

Evaluations and considerations for future planning

Appendix 4

GUIDELINES ON HOME VISITING

1. Always leave the name, address and telephone number of the pupils / parents you are visiting with your line manager, the Head or the Office. The time of your visit and estimated time of return should also be left. Always leave written, not just verbal, information. Try to keep the school informed if you are going to be extra late

2. Never leave without notifying the pupil' parents. Make sure they are happy for you to visit. Let them know they do have the option to visit the school if they prefer. Encourage parents to come to school rather than you going to them, especially if the parent you are to meet is of the opposite sex.

3. Avoid going in the dusk / dark. Keep to school hours wherever possible.

4. It would be ideal to go with another person. If this could not be arranged use you own judgement to assess if you feel safe enough.

5. Make sure you are aware of all exit routes from blocks of flats or estates before carrying out your visit.

6. If you ever get attacked immediately get in touch with the Police. Next get in touch with the Support Services Manager for the Borough and ask for the 'Borough Insurance Form'. They will ask for a case number or crime number, which you could ask the Police to give you. You should also inform your Headteacher and your Union representative.

7. You must inform your doctor even if you have not been physically assaulted. This is necessary to cover you if you suffer any emotional distress or problems after the incident.

Appendix 5

Educational Advice for Full Statements

Guidelines for writing educational advice:
The guidance set out below aims to assist early education settings and schools in the production of the educational report required as the school's contribution towards statutory assessment. The purpose of a statutory assessment of special educational needs under the Education Act 1996 is to gain a clear picture of the child as a whole person in terms of educational and social strengths as well as educational weaknesses and difficulties. The LEA **must** seek educational advice from the school or setting that the child is currently attending. Early education settings and schools **must** respond within six weeks of the request for advice unless the request is made one week before the school or setting is closed for a continuous period of more than 4 weeks from that date and ends one week before the date on which it reopens.

Regulations require that the advice must relate to the educational, medical, psychological or other features that appear relevant to a child's current and future educational needs. Your advice must also set out how those features could affect the child's educational needs and the provision that you consider is appropriate in the light of those features.

The advice **must not** be influenced by consideration of the name of a school at which the child might eventually be placed. Specific schools must not be suggested. The LEA will decide placement at a later stage in the light of any preferences or representations made by the parents. However, you may discuss the child's needs and options in general with parents, and your written advice can include consideration of options for provision including the scope for mainstream education and the type of school in which the child's needs might best be met - mainstream, special or residential. But your discussions and advice should not commit the LEA nor pre-empt the parents' preferences. These are matters for the LEA to determine on the basis of its consideration of all the advice received.

Reports should be written in straightforward language, avoiding the use of jargon so that they can be clearly understood by both parents and other professionals. It is important to remember that all reports are copied to parents and the other professionals involved in the assessment process. Any views or comments made in the report should be backed up by clear evidence, and care should be taken to avoid subjective descriptions or judgements. Therefore there should be a clear indication of the sources of information that are being used in drawing up your advice. Discussions with parents and other professionals should be clearly referenced, and any written reports used should be appended. You should also refer to the nature of any assessments made (curriculum-based assessment, standardised tests, with dates and time scales.)

Please make sure your report is signed and dated.

Context
Briefly describe the school/setting organisation and curricular arrangements and how they assist children with special educational needs.

Background
The following information should be included in this section:
I.   earlier education history: this should include a record of schools previously attended by the pupil and the pupil's attendance records when known.

II. background information: this may include family details, environmental factors and medical information.

Please note that only those factors which relate to the pupil's educational needs require comment and only factual information should be provided about family background if it is considered relevant.

Description of the child's current skills and attainments
1. physical development - general health, fine and gross motor skills, vision, hearing.

2. approaches and attitudes to learning - self image, confidence and in dependence, motivational factors, child's own view of progress.

3. speech and communication skills - articulation skills, fluency of speech, willingness to communicate, vocabulary, comprehension, language structure.

4. educational attainments - literacy and numeracy skills, other curriculum areas.

5. cognitive development including reasoning, organisational and problem-solving skills.

6. social skills and interaction - school, home and elsewhere (state whether observed or reported).

7. behaviour- classroom behaviour, playground behaviour, outside school (reported or observed).

8. self-help and independence skills

Relevant home and school factors
1. at school - size/age range of class, description of school-based interventions, SEN arrangements from school's own resources, curriculum provision, quality of teaching, physical limitation of building, if relevant.

2. at home and in the community - home language, parental views, care situation, home/school liaison arrangements, involvement in clubs, outside activities etc.

3. record of attendance.

educational needs as identified:
(You are not being asked to recommend a particular alternative school or type of provision)
- **curriculum features - with details of any National Curriculum modifications or disapplication considered necessary and how a broad and balanced curriculum is to be maintained**
- **teaching strategies and approaches**
- **any differentiation of class or curriculum organisation**
- **specific programmes/activities/materials/equipment/staffing**

- **pastoral care arrangements**
- **physical environment**
- **need for staff advice/training/support.**

Please state clearly any features in addition to those normally available in the school or setting that in your opinion are necessary to meet the needs.

Appendix 6

Standard letters for Annual Reviews

Appendix 7

Transition Information

 Year: X Term: Year:

Pupil	English/Communication		Maths/Exploration	
	Target	**Evaluation**	**Target**	**Evaluation**
	Reach for favourite activity	Reaches with left hand	Use switch to anticipate the end of a ready, steady, go sequence	Reliably presses switch at correct time
	Use switch to make repetitive sound in story	Presses switch randomly at beginning of week, but as week progresses he presses it appropriately in the story	Operate cause and effect programme using a switch	After a few goes will press switch and immediately look to screen
	Intensive interaction – awareness of CP	Gives eye contact at beginning of session, returns eye contact when CP imitates his sound; often smiles in response	Explore sets of 1 or five objects	Takes out of container one at a time, explores visually first, then orally. When handed second object discards the first

Appendix 8

Swimming progress record

Name: Class: Year:

Baseline and initial target	Progress - autumn	Progress - spring	Progress - summer
	Target - spring	Target - summer	Summary of progress