

Communication and Assessment Policy and Guidance

What do we do?	Purpose?	How is this recorded and communicated?	What do we use to help us?	Who do we do this for and how often?	Who reviews this, why and how?
Teaching and Learning					
Planning	To ensure that there is appropriate breadth of content and pitch for students of all kind in our school. It also helps staff to communicate with each other and share resources and ideas and allows subject leaders to monitor teaching.	Planning to be done on Prezi in order to be shared, flexible and accountable.	EYFS Goals P-Levels National Curriculum Subject specifications Routes to Learning (PMLD) Language in Common (EAL)	Teachers are responsible for this in the frequencies described.	Deputy Headteacher to oversee the curriculum. Subject leaders to be responsible for reviewing provision within their area and ensuring appropriate action is taken. Termly work scrutinies will be arranged, looking at planning, student work and logs and these reports are to be submitted to the Head.
Teacher judgement within the lesson.	To inform teaching within lesson and across a series of lessons taught by the same of different teachers.	Teachers and HLTAs write a log on the MIS and written or verbal communication with the student as appropriate	EYFS Goals P-Levels National Curriculum Subject specifications Routes to Learning	Every student and every lesson.	Teachers will reflect on their own and each other's logs in order to inform planning. SLT will reflect on quantitative and qualitative aspects of this to feed into strategic planning and day to day management. Subject leaders will reflect on these in order to inform their assessment and planning for their own areas of

					responsibility.
Reading assessment	To ensure that we are giving appropriate teaching to longer stay pupils.	This can be kept in a central record of assessments for long-stay pupils and communicated to all professionals working with the child. All staff can be trained to do this.	YARC diagnostic reading tests.	Students who are long-stay, understood as spending 10 or more days here within an academic year.	Literacy co-ordinator together with teacher responsible for long-stay pupils reviews at least half-termly.
Best work folders and display	To showcase examples of high quality work done within the school and give pupils a sense of achievement and belonging.	Following the display policy, work is regularly updated and is of a high quality. Teachers will add to books of 'best work' that can be viewed and shared with parents, children and colleagues.	Display policy guidance Empty books to be filled with 'best work'.	Display to be updated termly. Best work to be added to as appropriate and dependent on the numbers of students taught and their length of stay.	Teacher with responsibility for display to ensure the quality of public display. Headteacher to discuss and reflect with teachers on the quality and how this is reflective of their practice.
Pupil Passports	To ensure that all the adults working with a particularly vulnerable young people are aware of their full profile, including medical and educational needs, communications preferences and	Sometimes we may be passed one of these from a home school, or a teacher may make one. These are uploaded onto the MIS and shared appropriately and kept securely.	Information from home school, medical team, family, MIS logs and colleagues' knowledge.	We do this for long-stay pupils who are vulnerable, particularly very special people.	SENCO should review these half-termly with the teachers who have made them as part of the SEN work scrutiny.

	personal likes and dislikes.				
Professional skills and knowledge					
Teacher case study	To give a greater insight into how we work and facilitate meaningful conversations between colleagues and leadership team. They will also cover different aspects of practice, such as communication or curriculum development and a range of student groups.	Teacher writes a case study of no more than one side of A4 plus possible brief examples of work. They then meet with Head teacher and discuss as part of their half termly meeting with Head teacher. One half termly staff meeting is devoted to the sharing and discussing of these.	Logs Communications, such as emails, phone calls Supporting documents such as EHCP or medical notes Evidence of student work	A particularly interesting student, once per term.	These are initially discussed in the Head teacher meeting and then shared with all colleagues.
Staff review of their own CPD	To ensure that visits, courses and significant meetings are feedback effectively and that there is appropriate action following on from them.	All staff to complete the feedback form on return and feedback to a full staff meeting once per half term. The materials from this feedback are saved centrally for all to access. They also need to keep a	The feedback form.	Every course, visit and significant meeting.	Head teacher to oversee the feedback forms and the quality of the feedback in meetings.

		record of their observations, INSET and other development opportunities.			
Peer lesson observations	To ensure that good practice is shared and celebrated and that staff develop their own capacity for reflection and improvement.	Using the standard lesson observation form. These are then saved in the SMT shared area. This happens for teachers and HLTAs.	Teachers standards HLTA standards Ofsted Guidance	Annually	Headteacher to oversee this for teachers and Deputy for HLTAs.
Subject/Area of responsibility lesson observation	To ensure that subject leaders have a good oversight of the quality of teaching in that subject or area of responsibility, share good practice and ensure continuous reflection and improvement.	Using the standard lesson observation form. These are then saved in the SMT shared area. This happens for teachers.	Teachers standards Ofsted Guidance	Annually	Subject leaders responsible for coordinating, feeding back and ensuring appropriate action from observations. Headteacher to oversee.
Performance Management lesson observation and meetings	To ensure that each staff member has access to appropriate professional supervision and that SMT have a good handle on performance across the school.	The lesson observations will be annual and be conducted by SMT using the standard lesson observation form. These are then saved in the	Teachers standards HLTA standards Ofsted Guidance	Annually	Headteacher to oversee this for teachers and Deputy for HLTAs.

		<p>SMT shared area and also each colleague's HR folder.</p> <p>The Performance Management meetings happen annually, along with a mid-year review meeting.</p>			
Communication with external stakeholders					
Notification to home schools	To ensure that home schools are aware that a pupil has been taught by Evelina and that they have relevant contact details if necessary.	A standard sheet can be generated and sent by administrator.	A standard email.	Every pupil who is enrolled in a setting outside Evelina.	School Business Manager to ensure smooth running. Administrator to add responses to the MIS and pass to appropriate teacher.
Reports and communications to home schools and external agencies such as social services, ward rounds, MDTs,	These should be done on request and in negotiation between specific teachers in order to ensure that our work has the maximum impact for each individual child.	Communications to be uploaded onto the MIS.	-	Teachers should actively seek to form links and networks that will support the child. These will be different for each individual and will rely on professional judgement.	Many of these communications will form the basis for a case study and will otherwise be captured through reviews of the logs on MIS.



Daily

Logs

Notification to home school

Ongoing and as appropriate

Communications with external professionals

Collection of 'best work' for display and best work books

Reading tests for long stay pupils

Feedback and reflection from courses, visit and significant meetings

Half termly

Teacher case study (Half of teachers to present each half term, so each teacher only writes one per term)

Teacher feedback meeting with head (These meetings have an alternating focus of case study and subject management)

Staff meeting about case studies

Staff meeting about feeding back from courses, visits and significant meetings

Termly

Observations (Peer, PM and Subject per half term)

Annually

A Performance Management meeting

A Mid-year review of performance management

Logs and the MIS

The MIS is the main way that we record and communicate with ourselves as a staff team. The logs should follow these guidelines:

- The lead teacher in an area is responsible for making sure that the logs are completed for all lessons. This may mean directing others, such as specialist teachers and HLTAs to complete them too.
- The logs should be written in a way that you would be happy for a parent to see if they so requested, so language should be respectful.
- The logs should, however, be frank and truthful. They are not written as reports for the parents, but as our own internal recording and communication tool.
- The logs should be brief. Our efforts should be largely directed to planning and delivering excellent lessons and making meaningful links, so the logs should be as brief as possible, while still recording the important information.
- Logs shouldn't be completed while sitting with children.

Statutory Assessments and external examinations

The hospital school does not as a matter of course undertake statutory assessments with students for a number of reasons. The students all have a named home school who is responsible for these tests and will have a much clearer picture of the child's progression over time. When they are in hospital a child is unwell and they are unlikely to be working at their true ability, the assessments may therefore give a misleading picture. However, we will do everything possible to support a child's attainment in statutory assessments and external exams for example by:

- Facilitating those exams happening on site
- Helping students with preparation for exams
- Providing information to home schools

These actions will be determined on a case by case basis and with the child's best interests as the guiding principle.