

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?
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.	A whole school annual plan to be displayed. Half term medium term plans to be displayed on the staff room door. Short term plans are at the teachers' discretion though there is an expectation that evidence of regular planning could be made available on request.	EYFS Goals P-Levels National Curriculum Subject specifications Routes to Learning Whole School Planning document	Teachers are responsible for this in the frequencies described.	Deputy Headteacher to oversee the curriculum. Subject leaders to be responsible for provision within their area.
Planning and Work Scrutiny	For subject leaders to ensure that they have a good oversight of teaching and learning in that subject				
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 here for 10 or more sessions 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.
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, e.g communication, curriculum development and a range of student groups.	Teacher writes a case study. They then meet with headteacher and discuss as part of their half termly meeting with Head. One half termly staff meeting is devoted to the sharing and discussing of these.	Logs Communication such as emails, phone calls Supporting documents such as EHCP or medical notes Evidence of student work	A particularly interesting student, once per term or half term?	These are initially discussed in the headteacher 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.	The feedback form.	Every course, visit and significant meeting.	Headteacher to oversee the feedback forms and the quality of the feedback in meetings.
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	The lesson observations will happen annually and be conducted by SMT using the	Teachers standards HLTA standards Ofsted Guidance	Annually	Headteacher to oversee this for teachers and Deputy for HLTAs.

	performance across the school.	standard lesson observation form. These are then saved in the SMT shared area and also each colleague's HR folder. The Performance Management meetings happen annually, along with a mid-year review meeting.			
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 we our work has the maximum impact for each individual child.	Communications to be uploaded onto the MIS.	-	Teachers should actively seek to form professional links and networks that will support the child. These will be different for each individual and will rely on good 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

Teacher feedback meeting with head

Staff meeting about case studies

Staff meeting about courses, visits and significant meetings

Termly

Peer observations and feedback meetings

Annually

A Performance Management meeting

A Mid-year review of performance management

Logs and the MIS

The purpose of the MIS is to track pupil progress, achievements and identify "next steps"