



PARR Policy

Planning, Assessment, Recording and Reporting Policy

Status: Approved

Date: June 2022

Review Date: Summer 2024

Governor Leadership: Implementation Committee

Executive Leadership: Headteacher

Key Manager: Heads of Department

Consultation/signing group: Teachers

What the pupils need to know:

- We will plan to sequence your learning effectively
- We will teach you both the key skills you will need and about the wider world and growing up
- We will work out what you already know and can do and base our teaching on the next steps for you.
- We will record how well you're doing and let you and your parent/s know.

What every other member of staff needs to know:

- We will plan out how the curriculum schemes of work will be implemented for each class
- We will record exactly what each pupil can do or understand
- We will identify the next steps of their learning
- We will plan the precise learning outcomes targeted for each lesson to share with TAs and pupils

What every adult (including parents) needs to know:

- Cromwell High School will plan out a stimulating, relevant, broad curriculum that prepares pupils to grow into adulthood
- We will assess where each pupil is on their learning journey
- We will plan precise learning to optimise their progress
- We will feedback to pupils and parents about pupil progress



Aims:

Therefore pupils will learn to the maximum extent that they are able:

- **about the world; we believe in the entitlement of all our students to a broad, balanced and relevant education including appropriate access to 'cultural capital' that will promote shared understanding with others in society. To 'connect' with the world in which they live and learn about the facts, processes, principles, interests and wonders of-**
 - The natural world and environment and how to care for it
 - Human society, technology and its artistic and spiritual responses
 - Their own options and choices as they grow and develop towards adulthood

- **to be effective in the world; we will teach our students to optimise their success in achieving their goals in the world by teaching them the essential skills that will enable them to thrive in a changing world. Especially the skills of-**
 - Connecting with people: Communication (English Lang) (including literacy) and working in a team including the basic human value of treating others as you would have them treat you; with politeness and the social connectedness and emotional awareness that supports this.
 - Connecting with themselves: Improving their own learning, engagement and problem solving (Maths, Computing) including through resilience, effort, focus and thinking ahead.
 - Learning the essential skills to optimise independence in adulthood at home and/or at work. (Vocational Education/Food Tech)

- **to be confident, caring, safe, citizens; we will teach our students to be;**
 - Able to keep themselves and others safe by understanding and managing the risks of modern society including on-line and especially the dangers of grooming for criminal, sexual or extreme political motives.
 - Able to keep themselves healthy
 - Kind, caring, aware of the needs of others and aware of, able and motivated to follow the laws and British Values of our society especially understanding the moral basis that all humans are of equal intrinsic value regardless of disability, age, gender, race, sexual orientation or identity. To take increasing responsibility for themselves and the effect that they have on others.
 - Realise their own identity- in relation to cultural and spiritual awareness- in which they can feel comfortable, confident and able to continue to develop, thrive and be happy. To have the courage to be true to their 'best selves'. To learn to be true and kind to themselves through being true and kind to others.





Statutory

Ref: Statutory guidance Keeping and maintaining records, Updated 2 February 2015 states:

Schools must ensure that educational records are maintained and disclosed to parents on request, as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). Educational records include information about pupils (and former pupils):

- processed by, or on behalf of, the governing body or a teacher
- originating from or supplied by local authority (LA) employees (for certain schools)
- originating from or supplied by teachers or other employees of the school

Records processed by a teacher solely for the teacher's own use will be excluded from pupils' educational records.

Schools must also keep curricular records on every pupil. Curricular records form a 'subset' of a pupil's educational record. They are a formal record of a pupil's academic achievements, skills, abilities and the progress they make at a school. They must be updated at least once a year.

Under the Data Protection Act 1998 (DPA), schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the DPA. This includes:

- personal information appearing in a pupil's educational record
- any other information they hold which identifies individuals, including
- pupils, staff and parents

Schools must consider the implications of the DPA, under which they are required to register as a data controller with the Information Commissioner's Office (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the DPA and advice on developing their data policies.

Summary of Cromwell Teacher PARR tasks:


Curriculum based:

Termly/half termly planning (depending upon module length)

Parent info and Home Learning Planner (start of each term-not half termly): For each class, brief details of the curriculum to be covered and what parents can do at home to support the curriculum will be sent home and uploaded to dojo to develop the parent/school partnership and home learning.

Medium Term Plan (start of module): complete school format to outline the sequence of learning for the module and to state the teacher's plan for the implementation of the Scheme of Work, how they will address learning detailed in the Onwards and Upwards assessment scheme with either; specific pupils (Eng, Maths) or, differentiation cohorts of pupils (Science and foundation subjects - usually 3 levels). Teacher should use their professional judgement so the learning is fully informed by the SoW and assessment criteria but is adjusted to optimise deeper learning for the specific pupils, time and





circumstances. This should be a focus on “take away” deeper learning outcomes that pupils will integrate into their understanding of the world (usually 3 key LOs per differentiation).

Integrate IEPs (start of module): For each pupil identify IEP outcomes to be addressed through the module (other than English this should usually be one priority outcome per pupil) and, if set by another teacher, you must ‘claim’ this target on **IRIS IEP tab** (drop down selection) to share that this is being addressed.

Report on IEPs (end of module): progress against IEP outcomes set by another teacher selected on **IRIS IEP tab** are evaluated at the end of the term (drop down selection).

Annotation sheets (per lesson):

Precise (FLASH/SMART) learning outcomes for each lesson shared with TAs and pupils and progress recorded and next steps recommended. Pupil and TA involvement in the Review of Learning should be optimised, including using lesson plenary time as far as the teacher feels is appropriate. Series of these sheets should clearly show the sequence of learning between lessons, the progress made and the adjustments made to optimise engagement and progress.

Pupil curriculum reports:

Autumn term- each pupil will have a ‘newsletter’ detailing progress in English, personal progress and Maths (briefly) and photos and captions for other subjects.

Summer term- each pupil will have a full curriculum report detailing the progress made in each subject.

Assessment Data:

September: Teachers need to confirm their understanding/moderation of each pupil’s **Onwards and Upwards** data by the end of September and discuss any queries with the previous teacher and/or the Head of Department. Further moderation may be undertaken.

Termly (end of): Teachers need to update **Onwards and Upwards** with the achievements made by each pupil in each subject. For core subjects, teachers need to provide evidence for these judgements in their assessment files.


EHCP and IEPs

Each year in advance of the Annual Review of the EHCP (individual dates for each pupil depending upon year group):

- the **IRIS pupil record and risk assessment** must be reviewed and updated (in the first Year 7 review reports from the primary school and transition process need to be collated and the record and risk assessment written from scratch)
- The previous year’s targets need to be reviewed and a summary statement written regarding the progress made against these targets at the bottom of the **IRIS IEP tab** page (not possible for first Yr7 review)
- Draft targets to implement the highest priorities from the EHCP for the coming year need to be written and submitted for consideration at the Annual Review meeting on **IRIS IEP tab**

Each term:

- At the start of each term the annual target agreed at the Annual Review needs to be adjusted on the **IRIS IEP tab** to a step that is achievable each term in the light of progress made to date.

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- At the end of each term progress against the termly target needs to be evaluated on the **IRIS IEP tab** (drop down menu) in the light of the evidence of the setter's experience and the reports from other subject teachers who have addressed the target.

General Reporting, Home/School Communication, Expectations

All reports should be honest, constructive and solution orientated. They should communicate “unconditional positive regard” for pupils and their families at all times. We, as a school, are responsible for pupils' progress, welfare and support and guidance – including behaviour, attitude and engagement – within school! Parents can be asked to support school in these things but the pupil, in school, remains our responsibility. There should be no implication that parents or pupils themselves are responsible for these things in school – although they can help and work in partnership.

Where difficulties arise parents should be informed of the difficulties in a measured, factual and non-judgmental manner along with what school intends to do to seek to resolve the difficulty. Where difficulties need to be reported it is important that this is also balanced by positives- including relative positives such as genuine progress towards resolving difficulties even where difficulties still exist – eg reduced frequency or intensity of difficulty. Parents should be kept informed on an ongoing basis through Dojo, Home/school book, phone calls, conversations and- where necessary- interim meetings, where things are exceptionally good or difficult. Summary reports should not come as a surprise to parents.

Curriculum PARR Monitoring and Feedback

All internal recording will be monitored on a sample basis at least each term. Feedback will be given to teachers celebrating high quality work and supporting ongoing development and improvement where appropriate. Aggregated data from monitoring, along with a narrative report will be provided for governors as part of the self evaluation process of implementation of the curriculum within each department.



Occasional Recording

Safeguarding and pupil wellbeing: CPOMS

Ensure that reports are:

- factual and not judgemental – don't leap to conclusions (eg a bruise should be described by position, shape, size and colour not what you think may have caused it unless witnessed when the likely cause can be added)
- What people say must be recorded as what they are saying/reporting/explain- not as fact (eg "mum explained he tripped over....." not "he tripped over")
- When something is likely but not certain state;" likely" or "apparently"
- for issues that need resolving, your next steps are recorded (eg: "I have referred this to....." "We will introduce a social story to address this.")
- For safeguarding, attendance or SEMH issues use the appropriate alert for your department
- parents are aware of the incident that you are recording and record how they were informed – eg dojo/ phone call, face to face at pickup, (for ongoing issues you can say – will report at the next meeting/end of the week etc) – the one exception to this is via a decision by the Designated Safeguarding Lead or Deputy (Head, Welfare Manager or Head of Department) that it would be detrimental to the child to inform parents (this is always the initial case for suspected sexual abuse).

Parents are entitled, upon request, to see all records related to their child (with certain, very limited, exceptions where it would be detrimental to the child). Parents will expect that we record things and it's not necessary to constantly state that we do. They should be fully informed of everything related to their child and they should not be surprised by the content of what we have recorded.

FOR URGENT SAFEGUARDING MATTERS- especially those that may need resolving before the pupil is due to go home at the end of the day- **INFORM THE DSL or DEPUTY FACE TO FACE WITHOUT DELAY**

Monitoring and Feedback: CPOMS safeguarding and welfare incident reports will be monitored and feedback and development action taken as necessary, initially by the school's Welfare Manager, then the school's Deputy Safeguarding Leads in the form of the Head of the relevant department and then by the school's Designated Safeguarding Lead, the Headteacher.

Challenging Behaviour: IRIS

- Each pupil's Promoting Positive Behaviour Plan, when necessary, is written and reviewed on IRIS under the Behaviour Plan tab – see the Promoting Positive Behaviour Policy
- Each behavioural incident needs to be recorded on IRIS under the Behaviour Form tab- record accurately, factually, non-judgementally, professionally as described above for CPOMS

Monitoring and Feedback: Behaviour plans and incident reports will be monitored and feedback and development action taken as necessary by the school's Personal Growth and Wellbeing Manager.



Accidents/Near Misses/Injuries: IRIS

- Record accurately, factually, non-judgementally, professionally as described above for CPOMS

Monitoring and Feedback: Accident reports will be monitored and feedback and development action taken as necessary by the school's Business Manager.