ELIJAH SOCIAL COGNITIVE SKILLS CENTRE
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Progress Report Policy	
Responsible Committee:	CEO of ESCSC Dr Debora Elijah
Policy Coordinator:	Director of ESCSC Nivin Jaber
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General Information

Effective teaching and learning can only take place where there is continuous feedback of information comparing what has been taught to what has been learned. A successful consultation procedure enables Dr Elijah and the Elijah Social Cognitive Skills Centre (ESCSC) team to analyse the learning styles of the children undergoing intervention and use this information to modify their teaching to increase achievement.

The Elijah Social Cognitive Skills Centre also places a strong emphasis on the importance of the partnership between the ESCSC and its parents/carers as a mean of maximising the child's potential.

The purpose of this policy is to ensure regular and comprehensive assessment of a child's progress within the ESCSC. Progress reports will be generated every six to eight months to provide parents and guardians with detailed insights into their child's development, based on checklists, clinical observations and regular progress meetings with parents/carers and Dr Elijah.

The Principles of Creating a Progress Report

- The main aim of the consultation process is to facilitate the progress in the child's learning. It is an integral part of the teaching and learning process and is a valuable formative and summative tool to track and monitor intervention.
- Effective consultation provides a statement of current attainment; a record of progress; an acknowledgement of achievement and underachievement.
- To be at its most effective, consultation should primarily be a continual process and not an infrequent, purely summative exercise.
- The outcomes of the consultation should be used to modify teaching methods as well as indicate progress.
- In addition to normal ESCSC staff are advised to record, initially informally e.g., in the child's checklist, significant points in a child's

development, as these records are invaluable for reports and parents/carers' progress meetings such as:
    - a moment of 'breakthrough' in understanding
    - interesting examples of problem-solving strategies
    - difficulties encountered/areas of weakness and possible reasons for them.
- Assessment gradually builds up into a profile for each child over their ESCSC progress.
- Assessment records provide communication between therapists across phases and enhances progression for children.
- Progress will be assessed through a combination of checklists and regular progress meetings.
- Checklists and plans will cover various developmental areas such as cognitive, social, emotional, and physical development, tailored to the specific needs of the child.
- Regular progress meetings will be conducted between parents/carers, Dr Elijah, key therapist and relevant educators or specialists to discuss the child's progress, challenges, and goals.

Monitoring and follow-up procedures:

The regular assessment of children's progress is an integral part of good and effective intervention at ESCSC.

The ESCSC regularly monitors the children's work and homework. Amongst other things, this can show:

- The degree of parental involvement – parents/carers are asked to sign the homework notes section.
- Organisational problems, which can be either child or mentor related.

Such follow-up assessments may range from simple observations during sessions and/or the use of formerly administered tests and examinations.

All assessments will be recorded and stored, with **Data Protection Policy** in place, to ensure that all children's progress is individually assessed, reported and any further changes can be based on previous recordings.

Responsibilities for Staff

All staff at ESCSC are trained to record and report appropriately all assessments required for the specific child. Staff are expected to report any concerns and/or developments/achievements that may also not be on the checklists/assessments of children during supervision times and recorded onto the child's profile.

1. **Senior Management**
   - Monitor and evaluate mentors' marking and other assessment/recording/reporting practices.
   - Common grading policy is applied consistently across the groups.
   - Promote consistency in assessment/recording/reporting within the groups.
   - Use the results of the assessment to inform and direct future sessions and planning.
   - Dr Elijah will oversee the progress assessment process, provide expert insights, and facilitate progress meetings.
   - Dr Elijah will ensure that the assessment is aligned with the child's individual needs and educational goals.
   - The ESCSC team will conduct assessments, compile progress reports, and collaborate with parents and Dr Elijah to ensure accurate and insightful evaluations of the child's progress.

2. **Therapists**
   - Regularly check the children's homework and monitor pupils' progress.
   - Consistently fill out checklists and record the data.
   - Inform of any new developments within the group and in the children to Management.

3. **Parents**
   - Parents/carers are encouraged to actively participate in progress meetings, provide input, and collaborate with the ESCSC to support the child's development.

Frequency of Progress Reports

- Progress reports will be conducted every six to eight months of sessions, allowing for a comprehensive evaluation of the child's progress over a reasonable timeframe.
- Progress reports timelines will consider children's absences/time away. Absences over a month will result in postponement of the report.
- The schedule for progress reports will be communicated clearly to parents/carers at the beginning of their programme.

Assessment Methodology

- Progress will be assessed through a combination of checklists and regular progress meetings.
- Checklists will cover various developmental areas such as cognitive, social, emotional, and physical development, tailored to the specific needs of the child.

- Regular progress meetings will be conducted between parents/carers,
- Dr Elijah, key therapist and relevant educators or specialists to discuss the child's progress, challenges, and goals.

Components of Progress Reports

- Each progress report will include a comprehensive overview of the child's development across different domains according to the child's timetable.
- Specific achievements, improvements, and areas requiring further attention will be highlighted.
- Recommendations for interventions or adjustments to the child's learning plan may be provided based on the assessment.

Confidentiality

- All information shared during progress meetings and documented in progress reports will be kept confidential and handled in accordance with relevant privacy laws and regulations.
- Access to progress reports will be restricted to authorised personnel directly involved in the child's education and support.
- Permission must be gained from ESCSC to share the report with third parties.

Conclusion

The ESCSC is committed to providing transparent, timely, and comprehensive progress reports to parents/carers. Through regular assessment and collaboration, we aim to support the holistic development of each child in our care and foster a nurturing environment conducive to learning and growth.

Review and Amendments

This policy will be reviewed yearly to ensure its effectiveness and relevance. Amendments to the policy may be made as necessary and all staff should be made aware of the new changes.