



Promoting learning is a principle aim of this school and we believe assessment is at the heart of this process. Assessment is collecting information about that which has been learnt. It forms the basis for making decisions about learning and enables us to:-

- acknowledge, record and celebrate progress in learning
- plan the next steps in learning and improve progress
- report progress, strengths and areas of development

Guiding Principles

- Assessment is an integral part of the teaching and learning process informing our decisions and our planning and identifying learning objectives for the children.
- Assessment will be continuous and undertaken by different members of the school community in a variety of appropriate ways.
- Assessments will be shared with the learner where appropriate and all those involved in his/her learning.
- Assessment will provide information about progress for discussion with parents/carers and evidence to be considered at the annual education, health care plan review
- Assessment information will be used to support the progress of individuals, groups and the whole school.
- Assessment opportunities will be both planned and informal and will always be objective and time efficient
- Assessment will provide information to evaluate whole school performance e.g. teaching, planning, and resourcing.
- The school will meet its statutory requirements for assessment

Summative assessment:

Statutory Assessments:

- The reception baseline is completed within the first two weeks in school, following the guidance provided. The reception children are assessed against the early learning goals at the end of their first year in school.
- The phonic screening is completed at the end of year 1 for those children who it is appropriate for and again at the end of year 2 if the pass score is not reached.
- The end of key stage assessment is completed at the end of year 2 and year 6. All children following phase 3 of the curriculum and those following phase 2 that it is appropriate for, are assessed using the pre-key stage standards. Those children that this is not appropriate for are following the engagement model and reported as such.

School Assessment System:

All teachers assess small steps in learning for every child using the relevant 'I can' statements devised by the school, at the start and end of the year. These include Reading, Writing, Maths, Communication, PSD for children following phase 3 of the curriculum, Bridging 'I can' statements for phase 2 and PMLD 'I can' statements for children following phase 1 of the curriculum.

They also assess individual progress on the recommendations from the annual review, every 12 weeks.

Use of the Assessment App:

This school uses the Evidence for Learning (EFL) Assessment Platform.

At the start of the year the 'I can' statements that the children are working on are identified as either 'started' or 'developing' using the EFL Platform. This should correlate to the identified priorities from the latest EHCP review.

There is a copy of the recommendations from the latest EHCP for every child on the EFL Platform, in the form of a PLG. Every 12 weeks each child's progress towards these objectives are assessed using the Assessment of Lateral Progress (ALP) criteria. This criteria is described in Mapping and Assessing Personal Progress (MAPP) and involves assessing the development of four aspects of the skill /intended learning using a ten-point rating scale. These four aspects are: **independence, fluency, maintenance and generalisation**. Each of these aspects has descriptors which represent progress from emergent behaviours to competence along a ten-point rating scale.

The score (1-10) for each of these 4 aspects is recorded on the EFL Platform, providing a score for each aspect and also an overall score out of forty. The score for each aspect should then contribute to the writing of the next target on the individual learning plan for each child e.g. If the score is lowest for generalisation then next target should prioritise generalising the learning. Comments should also be included on the platform as part of the 12 weekly review of the PLG.

At the end of the year (June), the 'I can' statements marked as 'started' or 'developing' are assessed as either remaining at 'started', 'developing' or 'achieved' and any new 'I can' statements started during the year are also identified.

The progress against 'I can' statements and PLG's provides information of individual children progress and informs next steps in planning over the year. The progress information also provides whole school data to analyse progress of groups and different year groups, using an addition to the Evidence for Learning (EFL) platform called 'Insights'

For those children following the subject specific curriculum, each half term the relevant topic 'I can' statements are marked as 'started', 'developing' or 'achieved'.

The Engagement Model

The engagement model is a unique method of observation, allowing insight that improves provision for all pupils and promotes consistency and a common language amongst schools and all those working with the pupil. It also recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress

The model recognises that engagement is multi-dimensional and breaks it down into 5 areas. These are Exploration, Realisation, Anticipation, Persistence, Initiation. Each of the 5 areas are interrelated and are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept This model allows teachers to assess how well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum and how effectively pupils are engaging with and making progress against their individual outcomes. (taken from The Standards and Testing Agency – The Engagement Model, June 2021)

At this school we use the engagement model alongside existing planning and assessment arrangements – PMLD scheme of work, PMLD 'I can' statements and progress against recommendations from the EHCP review. We use the engagement model with all children following Phase 1 of the curriculum, in the following way:

- Each child following Phase 1 of the curriculum has an Engagement Profile, completed by the class team. Part 1 provides descriptions of pupils overall levels of engagement. Part 2 identifies

the teaching strategies that provide the best opportunities for each area of engagement for each child and their achievements and next steps.

- All staff provide feedback at the end of the activity on the level of engagement demonstrated by the child, which enables activities to be reviewed and adapted to ensure maximum engagement.
- There are engagement model 'Tags' for each of the 5 aspects, on the EFL App, which can be used to identify the key area of engagement demonstrated when evidence is captured.
- Parents are informed about their child's progress and achievements, regularly, and this includes information about the engagement model and when their child is most engaged. Parents contribute to the development and review of their child's Engagement Profile

Moderation

Moderation is key to making valid, accurate and robust judgements about a pupils learning.

Shepherds Down provides opportunities for teachers to moderate teacher judgements of 'started', 'developing' and 'achieved' of the 'I can' statements and judgements using the 4 aspects of Assessment of Lateral Progress. This takes place through regular staff meetings.

Shepherds Down is liaising closely with a range of special schools to share ideas and compare systems for assessment.

Overview of progress across the school:

The school use the additional aspect to the Evidence for Learning App – 'Insights', which enables the 'I can' statements and PLG to be summarised and reviewed throughout the year. The leadership team review the evidence on 'Insights' each term and use this to identify any patterns and concerns which need addressing across the school.

Annual Review Meetings

Each pupil with an Education, Health and Care plan will have an Annual review meeting to be carried out at the school. The head teacher will be responsible for setting the date of each review meeting, and for issuing invitations to interested parties.

Teachers will complete the Summative Record form in order for it to be circulated two weeks before the review. They will use the information from the assessment of the EHCP targets (named PLG's) from the EFL platform, built up over the year, including the overall score of Assessment of Lateral Progress and any comments recorded.

In preparation for the meeting a pupil contribution will be completed for circulation in a format that is appropriate for the child, which for many children will be a selection of photos which evidence progress over the year, from the EFL platform.

The class teacher should be prepared to comment on progress made and also draft objectives for the coming year, in areas of cognition and learning, Communication and interaction, social and emotional and physical/sensory, which will be decided upon during the review meeting. The Review Summary should be completed and distributed to all interested parties within two weeks of the meeting. The objectives agreed for the coming year will be added to the EFL platform in the form of a PLG for assessment over the year.

Formative assessment:

Literacy/Numeracy/Cognition

All staff should provide feedback on achievement against the intended learning objective when they work with children. This normally takes the form of annotating planning, or specifically designed recording sheet. This should be used by teachers to inform their planning of the next lesson.

For those children following Phase 1 of the curriculum, the staff will identify the key areas of engagement demonstrated by pupils during the activity and their overall level of engagement in accordance with their Engagement Profile; this helps to shape future learning activities.

Teachers have their own systems for informal recording of progress in other aspects of learning, such as Communication and PSD.

At the end of each half term progress is summarised on the group/individual plan.

Additional tracking of progress such as Read Write Inc assessment, PECS and skills within TEACCH, are completed at the beginning of every year and at the end of every term, if relevant. They should support planning of next steps in learning

Topic

The intended learning outcomes are identified for each topic and children involved in subject specific learning are assessed against these outcomes at the end of the half term, on the 'I can' statements on the Evidence for Learning App.

Responding to work/marking

Any piece of work must be dated and annotated as to the level of support the child received. If it is felt that the piece of work is an indication of progress in relation to a particular objective the work will need photographed and added onto the Evidence for Learning platform.

Marking is a form of assessment, a way of showing we value a child's efforts and a record of our evaluation of their learning. It is a form of communication to the child and must only be used where appropriate and understood by the child. For many children verbal feedback/use of recognised code/symbol will be more appropriate.

If it is felt to be appropriate marking should:

- Relate to a focus which will vary according to the planned learning objectives
- Have regard to the ability of the child so the approach is appropriate and supportive
- Pay particular attention to the child's reading ability and receptive level of understanding e.g. can they read what is written and is it at an appropriate word level.
- Be a prompt response to a child's efforts so as to provide effective feedback
- Encourage and motivate the child
- Help to set targets and inform planning of future teaching and learning
- Where appropriate identify errors and misunderstandings
- Achievements should be recognised and celebrated.

Evidence of Progress:

At the end of every term photographic evidence of progress and achievement in Literacy and Numeracy or Cognition, Topic, if appropriate, as well as any other significant learning should be recorded, annotated and linked to relevant assessment criteria e.g. 'I can' statements or PLG's on the Evidence for Learning platform.

The evidence photographed will take whatever form is appropriate to demonstrate achievement or progress in these aspects of learning.

Individualised Planning:

Every child has an Individual Learning Plan which covers the areas of learning of cognition, communication and interaction, personal and social development and physical development. The plan identifies targets agreed from the EHCP and any therapy programmes, a smaller stepped target for the

12 week period of the plan and how this will be addressed. The objectives written should be SMART and written in child friendly language using 'I can' statements.

The Individual Learning Plans should be reviewed as and when appropriate but at least every 12 weeks, running across 2 half terms e.g. October-February, February – May, May – October (It is agreed that the teacher will write the targets in May for their children that will be used in the new class until October). They are reviewed on the Evidence for Learning platform using the Assessment of Lateral Progress criteria.

Every child's Individual Learning Plan or summary of should ideally be on display in the classroom, if this is not possible, accessible to class staff at all times. Opportunities for staff to feedback on progress against these targets should be provided, either through class meetings or written opportunities.

After review every child's completed plan should be stored on the school system and a copy sent home to parents.

The cognition aspect of the Individual Learning Plan for some children will be addressed through half term plans, for a group or individual in Literacy and Numeracy or Cognition. These will be smaller steps of progress towards the EHCP targets. These half term plans should be available to all in the class team so that all are aware of the intended outcomes for each child and group, for the 6 week period.

There should be a method of recording progress made within these objectives available to all staff throughout the day, which will inform planning. The level of attainment is summarised at the end of each half-term, identifying the next objectives. The completed plans are then copied and stored in the class file and on the system.

Therapy Records

Where individual programmes for therapy are followed the teacher and/or member of the support staff responsible will keep appropriate records and ensure targets are incorporated into the individual planning for the child.

Pupil progress meetings

The progress of every child in the class will be discussed with the member of the senior leadership team as part of each teachers' performance management reviews. This will include reviewing the assessment evidence on the Evidence for Learning App.

Any child whose progress is causing concern will regularly be discussed with the teacher and the leadership team, closely monitored and any barriers to learning addressed wherever possible.

Annual Report to Parents

At the end of every year, the class teacher will collate the evidence and assessment completed for each child on the Evidence for Learning App, using an agreed format. This will provide information on the child's level of attainment using the 'I can' statements and the progress made during the year. For those children following the Early Years Curriculum, this will also include their achievement against the Early learning goals and for those children following the PMLD scheme of work, this will include reference to the engagement model. The report must be completed by mid - June and submitted to the head teacher for signing. A photocopy will be made by administrative staff and returned to the class teacher. The original copy will be sent home by the end of term.

Finished Work

Finished exercise and work books may be taken home after the teacher has photocopied any significant work. At the end of the summer term the latest work should be passed to the next teacher.

Transfer

On transfer to another class within the school, the present class teacher should collect and pass to the receiving teacher the following:

- Current Individual Learning Plan
- Current behaviour plan, Risk assessment (if appropriate) and pen portrait and any necessary systems
- Individual resources such as Pecs folder/timetable
- Individual tracking records e.g. Read Write Inc., PECS
- The information on the Evidence for Learning platform will be transferred to the new class by the Admin team.

Transfer to Secondary School

Teachers of Year 6 pupils will consult with the Secondary Liaison teacher and compile the necessary documentation as required by the receiving Secondary School.