

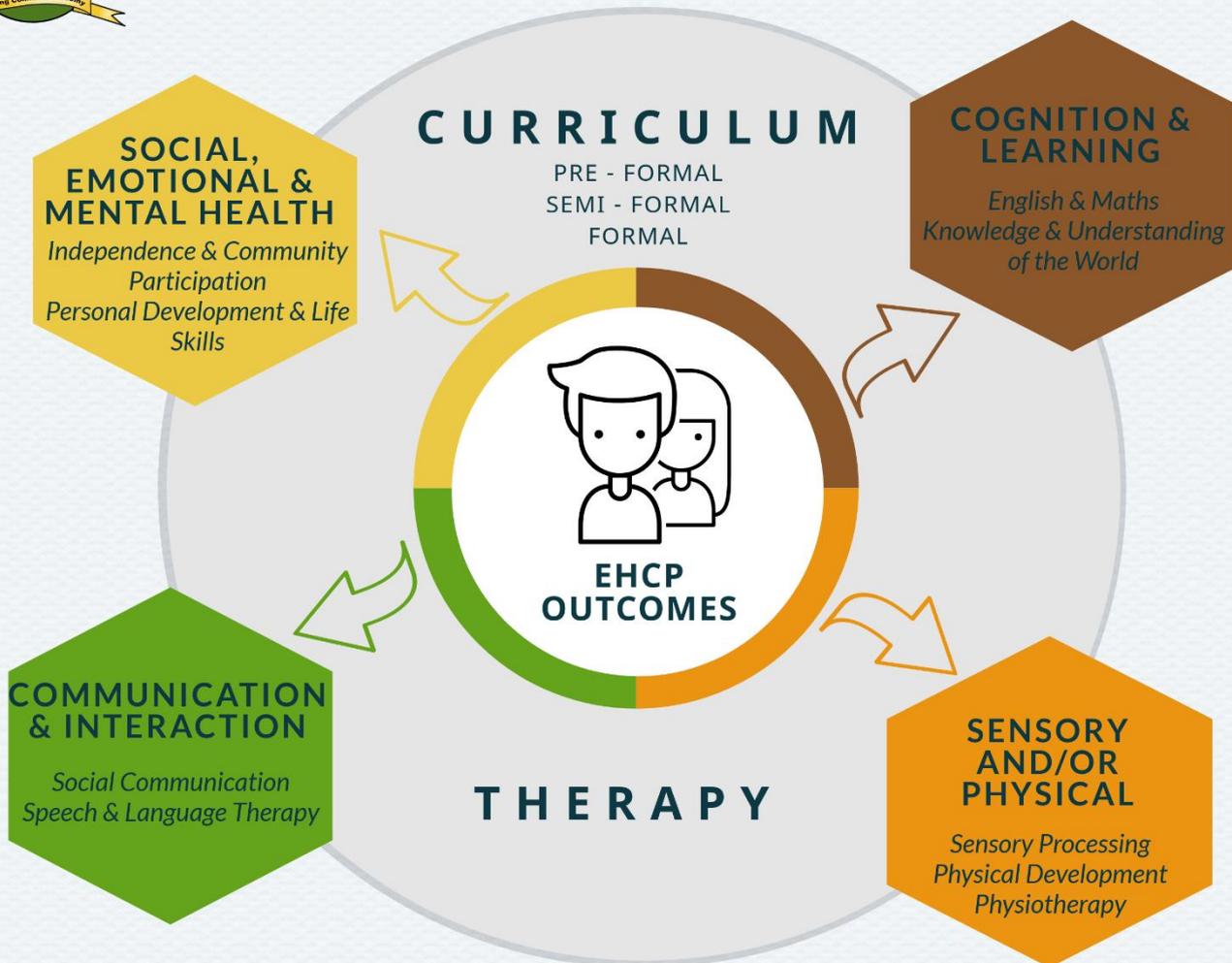


ASSESSMENT POLICY

**SPRING COMMON ACADEMY TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ**



Pupil Progress at Spring Common Academy



Rationale

At Spring Common Academy we believe that the child should be at the center of everything we do. The Education Health and Care Plan (EHCP) is the most important document and the outcomes should drive provision for each pupil. We have revised our assessment processes in light of national changes to assessment for pupils with SEND and have developed a more integrated and holistic approach.

Aims

- Every pupil should be able to demonstrate his or her attainment and progress regardless of how small the steps.
- The curriculum should drive assessment and not the other way round.
- Key milestones should be clear and unambiguous
- It should be possible to move between milestones objectively.
- It should be possible to assess the application of knowledge, understanding and skills in a range of different contexts.

[Adapted from the Guiding Principles for the Rochford Review (DfE.2016)]

Learning Pathway

Every pupil has a learning pathway which shows the areas of learning:

Communication

Cognition – English and Maths

Personal Development

Independence and Life skills

Knowledge and Understanding of the World

Physical Development

Creativity

Learning Pathway		
CREATIVITY <i>Art, Music, Drama</i> TEXT HERE	COMMUNICATION <i>Communication, AAC, Social Interaction, SALT</i> TEXT HERE	ENGLISH <i>Reading & Writing</i> TEXT HERE
PHYSICAL DEVELOPMENT <i>PE, Physio</i> TEXT HERE	INSERT IMAGE HERE	MATHS <i>Number, Geometry & Measurement</i> TEXT HERE
INDEPENDENCE & LIFE SKILLS <i>Personal Safety, Independence, Cooking, Road Safety, Vocational Skills, Community Participation</i> TEXT HERE	KNOWLEDGE & UNDERSTANDING OF THE WORLD <i>Science, Thinking Skills, Humanities</i> TEXT HERE	PERSONAL DEVELOPMENT <i>Self-Esteem, Confidence, Relationships (SRE), Behaviour</i> TEXT HERE
NAME: NAME HERE		TERM: TERM HERE
EHCP/EP Learning Journey SALT Physio		

The learning pathway highlights targets in each area and shows which are EHCP outcomes and which are curriculum based. Curriculum targets are evidenced through the learning journey.

Tracking pupil Progress

Early Years and Year 1

Progress in early years and Year 1 is tracked using the 7 areas of Learning of the Early Years Foundation Stage:

- Communication and Language
- Literacy
- Mathematics
- Personal Social and Emotional Development
- Physical Development
- Expressive Arts Development
- Understanding the World

When children join the school in nursery, reception or Year 1, they have a baseline assessment using the age bands of the document Development Matters (this breaks down the EYFS into age bands: 0-11 months, 8-20 months, 16-26 months, 22 – 36 months, 30 to 50 months, 40-60 months and Early Learning Goals). Progress will be tracked across these age bands and reported to parents at the end of the year. Many children will be working within different age bands for different areas of learning.

End of Key Stage Assessment

At the end of Year 2 and Year 6 pupils are assessed against new national Pre Key Stage standards in English and Maths. These results are reported locally, nationally and to parents and have replaced P scales, which were previously reported. For 2018-19 only P scales will still be used for reporting for pupils working at P1 to 4.

Spring Common Academy Levels (SCALES)

These have been developed to track progress for pupils from Year 2 to Year 11.

1. Below National Curriculum

Schools no longer have to report on P scales for pupils working below the National Curriculum. As a result we have developed our own system of tracking progress in English and Maths based on key steps within developmental stages.

Each SCALE is equivalent to a developmental level from approximately one year to five years chronological age. There are 5 SCALES from 2 to 6. The breakdown of these SCALES are listed below:

SCALE	Chronological Age
2	8 – 20 months
3	16-26 months
4	22 – 36 months
5	30-50 months
6	40 – 60 months

These are also linked to Pre Key Stage standards 1-3

2. National Curriculum expectations.

Each year of the National Curriculum has expectations of curriculum and learning for pupils.

We have developed our SCALES to match these expectations, while also providing intermediate or transition levels currently up to Year 3.

For example; SCALE 9 is equivalent to Year 1 or 6 years chronological age. SCALES 7 and 8 provide the link from SCALE 6.

These are also linked to Pre Key Stage standards 5 and 6

The breakdown of these SCALES are listed below:

SCALE	Chronological Age	NC Year	Pre KS standard
7			4
8			
9	6 years	1	5
10			
11			
12	7 years	2	6
13			
14			
15	8 years	3	
16	9 years	4	

Key Stage 4

Pupils in Years 10 and 11 continue to be assessed using SCALES, but also study for accreditations at Entry Level and for Unit Awards below Entry Level 1.

Post 16

Some pupils in Post 16 will follow an accredited course in Functional Skills in Literacy, Numeracy and IT at Entry Level 1, 2 or 3. Progress towards these accreditations is tracked termly. Pupils who are not yet ready for functional skills will follow a more integrated cross curricular programme of study and progress will be tracked using

Milestones, a system which is also used by colleges and further education establishments.

Pupils not yet ready for subject specific learning

At all Key Stages we have a number of pupils who require an integrated, multi sensory approach to the curriculum rather than subject specific learning. For these pupils progress is tracked using Routes for Learning. Pupils following this approach have a very small number of targets which also form the EHCP outcomes.

Other Provision

1. Communication

The majority of pupils at Spring Common Academy have communication or speech and language difficulties. Progress is tracked through the (Autism Education Trust) AET progression framework and these statements will form part of the EHCP outcome.

For pupils with input from a Speech and Language Therapist, these targets will also form part of the EHCP outcome.

2. Personal Development:

Progress in Independence and Life skills is tracked through the AET Progression Framework and statements will form part of the EHCP outcome. Pupils may also have a target to support their social and emotional development and mental health.

3. Sensory and Physical Development:

All pupils will have a target for their physical development linked to the PE curriculum. Pupils may also have physiotherapy targets or sensory targets.

4. Other Curriculum areas:

We are currently developing tracking systems for skills in Creativity, Science, Physical Development and Humanities.

Levels of Mastery

For all assessment tracking systems at Spring Common Academy we will have four levels of mastery:

- Emerging – used infrequently, with little or no evidence of progress. A high level of prompt or support to initiate is required.
- Developing - used occasionally, with sporadic evidence of progress. A low level of prompt or support to initiate is required, but may be spontaneous.
- Established - used frequently and maintained over time in one context. Mostly independent / spontaneous, only occasional reminders.
- Consolidated - used consistently and maintained over time in a range of settings/contexts and with a range of people. Independent and unprompted.

This will allow us to acknowledge and celebrate very small steps of progress, for example between a skill emerging and developing. We believe that it is important that a skill is mastered before moving on, hence the need for it to be consolidated.

We will be using software called SOLAR, developed for use in special school settings to enable us to track progress using a star system.

	Emerging	Developing	Established	Consolidated	
1. Looks /turns towards person who is communicating	★	★	★	☆	✕
2. Indicates engagement through facial expression/body language	★	★	★	☆	✕
3. Indicates interest or agreement using gesture/vocalisation	★	★	★	☆	✕
4. Responds to adult's bid to attract their attention	★	★	★	☆	✕
5. Shows interest in focus of another's attention	★	☆	☆	☆	✕
6. Recognises and responds to familiar voice	★	★	★	☆	✕
7. Responds to greeting from unfamiliar person	★	☆	☆	☆	✕
8. Responds to group instruction where not named individually	★	☆	☆	☆	✕
9. Understands head shaking / nodding	★	★	☆	☆	✕
10. Responds to facial expression as part of	★	☆	☆	☆	✕

Target setting and Rates of Progress.

End of key stage and annual targets will be set for each pupil in Reading, Writing and Number, based on rates of expected progress. Spring Common Academy has developed its own rates of progress based on previous years' data and national systems which were formally used - CASPA and Progression Guidance. This has been moderated with another outstanding special school to ensure rigor.

Progress towards targets will be tracked termly. Teachers will attend pupil progress meetings with managers, where pupils making good progress can be identified and interventions discussed for those who are not making the progress we would expect. The choice of approaches will be based on research into the most effective interventions, such as the Sutton Trust's Education Endowment Fund Toolkit.

Reporting to Parents

Autumn



... is using a measuring stick to measure and manipulate numbers of everyday objects. She needed verbal support to complete the task.



Learning Journey

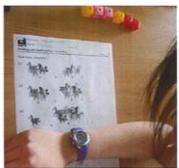
Number

... can count, add, and subtract numbers to 10. She is gaining confidence working with money and her addition is improving.

She can use number bonds, but counts better with time and visual supports.

... states "My counting is very very good. I think I am good at adding 2 numbers together."

Spring 1



... is doing some addition using cubes to help her counting. She is doing this independently.

Spring 2



... was asked to make sums to 10 using Numicon.

Summer



... counting out the correct number of plates to give to the class during someone's birthday. She was able to give the correct amount, and added more when other people entered the room.

Target: Will reliably count and manipulate numbers up to 10 in functional ways using addition/ subtraction

At the end of the year each parent receives a learning journey showing progress towards targets in each curriculum area.

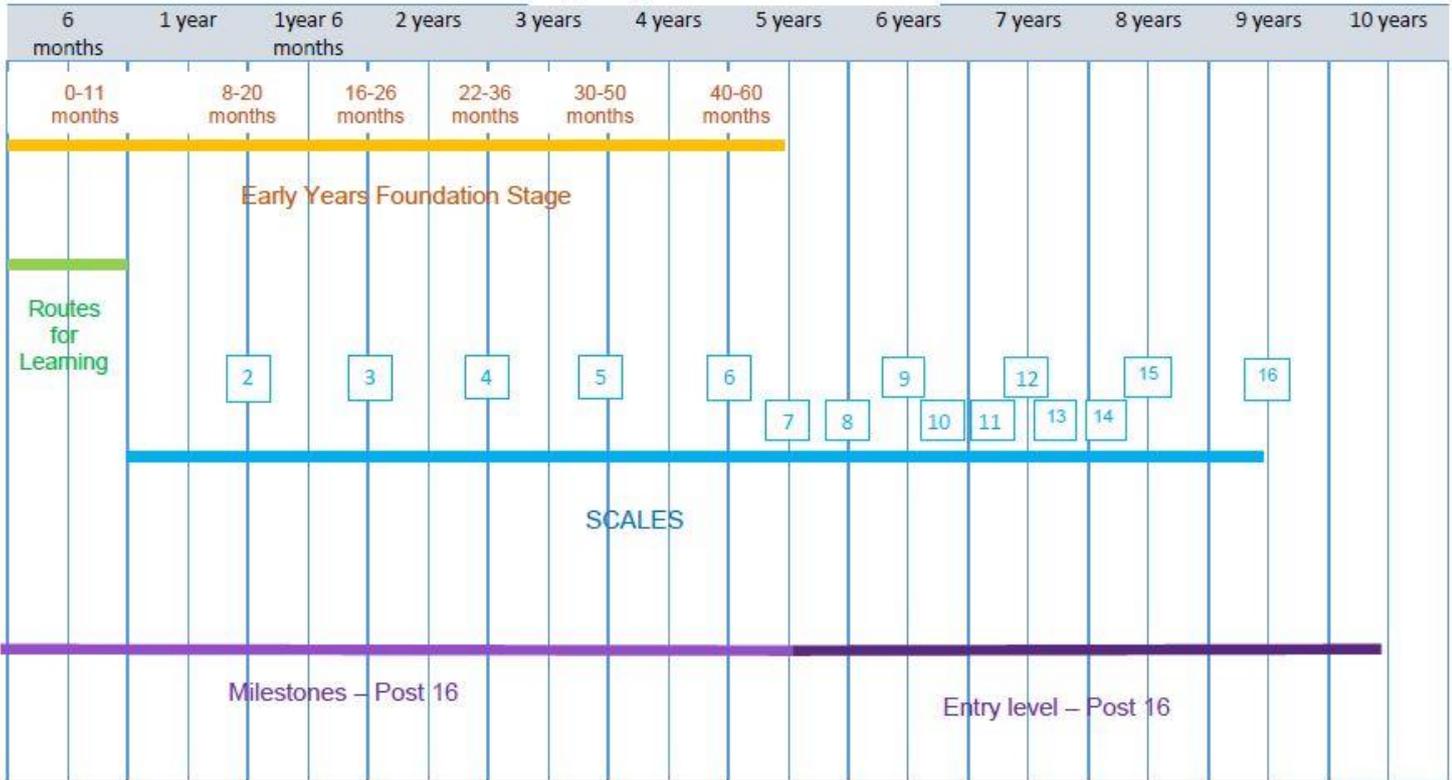
There will also be a summary of levels achieved for Reading, Writing and Number for Years 2 to 11 and the 7 areas of learning for Early Years and Year 1. Parents of pupils in Post 16 will receive information about levels achieved in Literacy and Numeracy as well as in external provision such as college link courses.

Parents receive regular updates during the year about the progress their child has made through termly parent consultation meetings and the annual ECHP review.



Assessment & Pathways

Cognitive age in relation to attainment norms



Accreditations: AQA Unit Awards in English, Maths and Science.
ASDAN – Transition Challenge

Qualifications and accreditations: Entry Level Certificates in: English, Maths, Science, PE.
Functional Skills: English, Maths and IT.
ASDAN – Personal Development, ARTS award

Policy agreed on: ____NOVEMBER 2018_____

Signed on behalf of the Trustees____

Committee: _____

Author: _____

Review date (optional): _____

Website Y/N