

MAY 2022



ASSESSMENT POLICY

**HORIZONS EDUCATION 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	<div style="border: 2px solid green; padding: 5px; display: inline-block;"> INSERT IMAGE HERE </div>	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
EHCP/IEP Learning Journey SALT Physio	NAME: NAME HERE TERM: TERM HERE	

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. Progress will be tracked across the 7 areas and reported to parents at the end of the year. Children at Spring Common will usually be working within the Birth to 3 years age band due to their learning difficulties.

End of Key Stage Assessment

At the end of Year 2 and Year 6 pupils are assessed against national Pre-key stage standards in English and Maths. These results are reported locally, nationally and to parents. Progress for pupils working below the Pre-key stage standards is tracked using the engagement model against the areas:

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 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.

Each pupil has an individual pathway mapped for them in preparation for their next steps.

Post 16

Pupils in Post 16 follow an accredited course – ASDAN Lifeskills challenge. This can be studied at levels from pre-entry level to entry level 3. Progress towards these accreditations is tracked termly. Pupils follow an integrated cross curricular programme of study focusing on preparation for adulthood and their post-school provision.

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 SCALES and where available, a speech and language therapy target.

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 SCALES and is linked to the EHCP.

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 use an electronic recording and reporting system called Earwig.

Rates of Progress.

Progress towards targets will be tracked termly through the pupil progress meeting.

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 Education Endowment Fund Toolkit and the latest research.

Reporting to Parents

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

They also receive information about levels of attainment based on SCALES assessments and any end of Key Stage assessments.

There will also be a summary of levels achieved for Reading, Writing and

Autumn

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

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

... is 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.

... an 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."

Learning Journey
Number

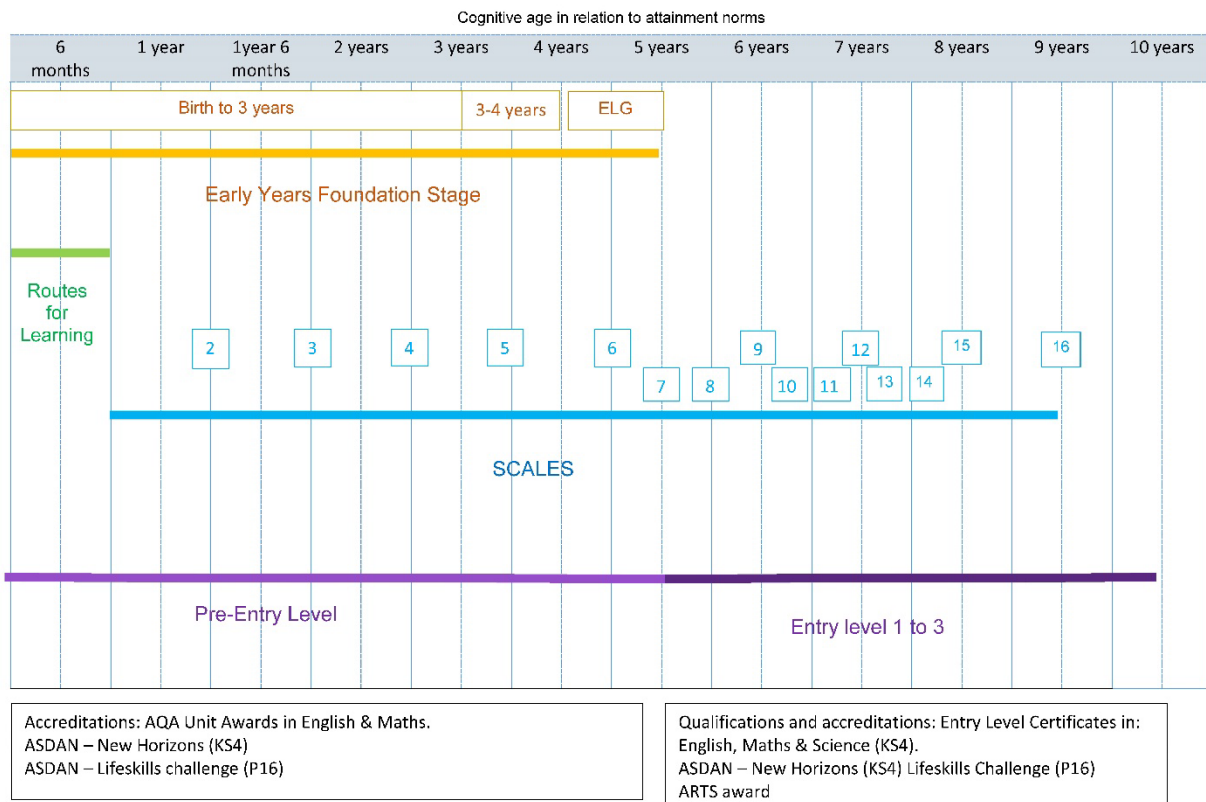
Target: Will reliably count and manipulate numbers up to 10 in functional ways using addition/ subtraction

Number for Years 2 to 11 and the 7 areas of learning for Early Years and Year 1. There will also be information about any end of key stage assessments.

Parents of pupils in Post 16 will receive information about attainment in their accreditation 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



Policy agreed on: _____MAY 2022_____

Signed on behalf of the Trustees

Committee: _____

Author: _____

Review date (optional): _____

Website **Y**/N