

Assessment

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July). Specialist teachers assess pupils across the school in their subject. Teachers plan half termly across the curriculum subjects to ensure differentiated learning outcomes for all pupils. Teachers will use formative and summative assessment to inform planning and ensure SMART and challenging learning outcomes are linked to planning and delivery. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers. All teachers use a consistent formative process to regularly set and review priority outcomes for pupils. Priority outcomes will be taken from the planning process above to ensure SMART and personalised learning outcomes. This process ensures that learning is meaningful to individuals and progress is made. The review of priority outcomes provides detailed qualitative evidence of pupil progression across all subjects and informs annual reviews and Education, Health and Care plans (EHCP). This process also ensures that pupils continue to be motivated and challenged within lessons as it will inform future planning and areas of practice that need to be developed to meet the needs of pupils. Setting priority outcomes: A reflective annotation is written within Tapestry to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill, time frame. This is supported by media evidence which is shared by teachers and with parents and carers.

Teachers complete the Formative evidence of pupil progress form half termly. This form will provide pupil progress data highlighting how many priority targets were set and achieved. This enables the teacher and SLT to analyse the quality of the target and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery. Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as, for example a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress. As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school. As a result of the data gathered teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria POLICY DOCUMENT 7 and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

Routes for Learning (RfL)

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RFL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities. Route Maps offer a number of pathways for learning, encompassing early developmental milestones.

Each pupil following RfL has their own personalised RfL Route Map. RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.