



## **Pupil Progress and Assessment Policy**

All our pupils have autism and moderate or severe learning difficulties. Our curriculum addresses barriers to learning that autism can present and meets the individual needs of each pupil. Our assessment system is based on personalised goals and outcomes and measures all aspects of each pupil's progress.

Every pupil has an EHCP detailing their strengths and needs; this is our starting point.

### **Purposes of Assessment**

Assessment is an integral part of effective teaching and learning. We use assessment to

- show many aspects of pupil progress
- focus on the needs of each pupil
- improve teaching and learning
- provide information on progress to a range of audiences.

Our pupils' progress is varied. It can be demonstrated in very small steps and we celebrate achievement across a range of personal, social and curriculum led activities. Autistic pupils make progress differently; at different times, at different rates and in different situations. We use a range of assessment frameworks to capture their successes and demonstrate many forms of progress.

### **Baseline Assessment**

We collect baseline assessment during transition before any pupil joins the school. This is reviewed, moderated and verified in the first half term when pupils join the school. Baseline assessment information during transition is drawn from a range of sources including:

- EHCPs, annual reviews and previous annual reports
- the pupils themselves
- parents and carers
- observations and teacher assessment
- previous school assessment data
- other specialist reports.

This information is collated in a Pen Portrait for each pupil ready for when they join us.

### **Progress Tracking**

Progress is measured on the following frameworks:

- EHCP Outcomes framework
- Core skills framework
- Phonics Framework

- Functional Skills framework (KS5 only)

## Measuring Progress and Target Setting

Targets are set to ensure

- progress throughout the year, across the curriculum
- high quality teaching
- personalised provision
- quality intervention
- the curriculum is tailored to the needs of each pupil.

Each pupil's progress is carefully tracked through our assessment frameworks which match all aspects of the curriculum. Evidence is collated using the Earwig system to show a range of progress timelines:

**EHCP Outcomes:** steps towards outcomes are set in Communication each half term and all areas are reviewed on a half termly basis.

**Therapeutic support,** progress and outcomes is documents by our SALT and OT

Targets for pupils unable to fully access the curriculum are tracked and monitored on a **Personalised Support Plan (PSP)**. These are reviewed each half termly.

IEP targets are set termly within the 4 areas: Sensory and Physical needs, Communication and Interaction, Social, Emotional and Mental Health and Cognition and Learning. Each pupil has a Happiness target each term, which is set with them.

**Core Learning:** measures progress in reading, writing, communication and maths.

**Phonics Framework:** Pupils who have achieved phase 5 phonics on the Phonic framework, progress onto Spa Core 1 on the Core reading framework.

**Functional Skills:** measuring progress in reading, writing, communication and maths strands towards Functional Skills assessment Entry 1 and above

**Learning Objective / Unit Records:** personalised learning objectives are set for each pupil in every lesson across the curriculum. Unit records are created on Earwig for each subject, each half term, this is where teachers record progress made within the lessons.

## Monitoring & Analysis

Senior leaders monitor target setting and analyse progress. Half termly progress review meetings with AHTs and class teachers identify where progress needs to be addressed and relevant interventions planned. AHTs report their analysis to the Deputy Headteacher and record action plans for individual pupils, groups or classes.

Assessment week takes place in the penultimate week of each half term. Staff are guided by the SMT to review and record progress across all frameworks and against EHCP outcomes.

Teachers use assessment week to collate evidence for Earwig Records, Achievement and targets.

Ongoing review and support are provided through the AHT monitoring and coaching approach across the school.

Detailed comparative analysis of whole school progress data is completed each year to identify patterns and trends to inform subject whole school development planning.

### **Moderation and analysis**

Teachers work together to review pupil progress and agree consistent judgements. Moderation processes include:

- work sampling across a range of subjects and qualifications
- work scrutiny by subject leaders and AHTs
- termly pupil progress reviews with teachers and AHTs
- Annual whole school progress data analysis by the SMT.
- Learning walks
- Moderating Earwig records, targets and next steps
- Planning and assessment scrutiny by SMT

**Earwig** – Earwig is the software package used to record our pupils' achievements and progress through photos, videos, and documents. It is used for moderation, evidence scrutiny and termly pupil progress meetings. Progress analysis are produced for a range of purposes and audiences.

**Feedback & Marking** - Feedback is given in the most meaningful way for each pupil. It will focus on praise for achievements and will inform pupils of their next steps where relevant.

**Reporting to Parents** - We communicate with parents and carers every day. Successes are shared through home / school communication books, phone calls, emails, Earwig records, and face to face meetings.

Progress Trackers are shared with families at Annual Reviews and at the end of the academic year

Progress towards EHCP outcomes are shared at each pupil's Annual Review.

Summer Reports and core curriculum progress is shared through the annual report to parents in the Summer term.

Earwig Records are shared at the end of each half term with families through the Earwig parent portal.

Parents / carers are invited to the parent teacher conferences at the start of the Autumn 1 half term and during the Summer 2 half term. Parent / carers are welcome to meet with class teachers and / or AHTs at any time.

**Reporting to the Trust** – The headteacher presents an overview of whole school progress analysis in the autumn term. Whole school interventions are identified and action points are identified and incorporated into the school development plan.

**Training** - All staff receive assessment training in their induction programme. Ongoing training is provided through the Teacher Development Programme. Teachers are supported through the AHT coaching programme. The school assessment timeline is shared to support staff to manage the assessment process efficiently.

**Equal Opportunities** - Pupil progress is monitored and analysed to ensure no pupil is disadvantaged.