



Pupil Progress and Assessment Policy

All our pupils have a diagnosis of 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.

EHCP Outcomes structure each pupil's Personal Learning Plan and Speech and Language and Occupational Therapy targets to ensure we meet individual needs and aspirations.

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 small steps, and we celebrate achievement across a range of personal, social and curriculum activities. Autistic pupils make progress differently at different times and in different situations. We use a range of assessment frameworks to capture their successes and show many forms of progress.

Baseline Assessment

We collect baseline assessment during transition before any pupil joins the school. This is reviewed, moderated and clarified 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.

Personal Learning Plans

This baseline assessment information and Pen Portrait are used to develop a Personal Learning Plan (PLP) with challenging and relevant targets relating to

- communication
- independence: including physical & sensory needs
- emotional wellbeing and social skills

PLPs for KS4 follow the headings of Preparing for Adulthood.

These plans are used for weekly target setting and are reviewed by the teacher and the relevant member of SLT each half term.

The PLP for the pupil's first half term at Spa Camberwell is used to structure the teacher assessment and baseline moderation to identify and agree relevant starting points on the Spa School Camberwell Assessment Frameworks:

- EHCP Outcomes framework
- Core skills framework

Measuring Progress and Target Setting

Targets are set to ensure

- progress across the year in all aspects of the curriculum
- precision teaching
- personalised provision
- quality provision
- 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 core curriculum. Evidence is collated using the Evidence for Learning (EfL) system to show a range of progress timelines:

EHCP Outcomes: steps towards outcomes are used to set half termly targets for each key area of the PLP

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

Learning Objectives / Unit Records: personalised learning objectives are set for each pupil in every lesson within the Learning Together curriculum and all lessons for secondary pupils. They record progress made within the lesson.

Monitoring & Analysis

Senior leaders monitor target setting and analyse progress. Half termly progress review meetings with SLT and class teachers identify where progress needs to be addressed and relevant interventions planned. SLT report their analysis to the Head of School 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 SLT to review and record progress across all frameworks and against EHCP outcomes. PLPs are reviewed and shared with families.

Unit Records on EFL are monitored regularly by Assistant Headteachers and the Deputy Headteacher. These records are shared with parents and families half termly as a way of sharing progress and learning across the year. They make up the reporting to parents. Annual reports shared at the end of the academic year focus on progress against targets and tutor comments and significant progress in non-academic areas. EYFS annual reports are in line with statutory EYFS reporting.

Personal Development timelines also show progress in terms of personal development for each pupil.

Ongoing review and support are provided through the leadership 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:

- Record sampling across a range of subjects and qualifications
- Record scrutiny by school leaders
- Termly pupil progress reviews with teachers and school leaders
- Annual whole school progress data analysis by the SLT.
- Learning walks
- Moderating unit records, targets and next steps
- Planning and assessment scrutiny by SLT

– Evidence for Learning 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 analyses 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, unit records, and face to face meetings.

PLPs are shared with families each half term.

Progress Information is 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.

Learning Records are shared at the end of each half term with families through Evidence for Learning's parent portal.

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

Parent/carer sessions are organised to share assessment and reporting processes to help share understanding of progress.

Reporting to the Trust – The Head of School 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.

AI – Spa Camberwell recognises AI may be helpful to pupils. Pupils may not use AI tools:

- For assessments within school and as part of external accreditations
- For work that they are presenting as their own

Pupils may use AI tools within computing lessons where it is part of the scheme of work.

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

Appendix 1

Assessment Timeline 26/27

End of 25/6		• AHTs to send annual data analysis for their KS to the Deputy Head • Deputy Head to collate information across the school and identify strengths and action points • Deputy Head to create report for LGB and Trustees on annual progress for Spa Camberwell • Identify any pupils who need interventions in place for Autumn 1 based on end of year data • Organise for new pupils' EHCP targets to be added to Efl
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26/27 Autumn 1	Week 1	Monday training – PLPs • SLT to support PLPs – induction training for new teachers & any support required for other teachers • Baseline training for new teachers – to be open to others as a refresher
	Week 2	• PLPs to be finalised & checked by SLT • Efl records to be in place
	Week 3	• Leaders to monitor Efl records as part of the monitoring cycle
	Week 4	• Information session for parents and carers – tracking progress Head of School
	Week 5	• Leaders to moderate and finalise baseline assessments with teachers • Reception baseline assessment data collated for DfE (to be submitted within first six weeks of child starting school)
	Week 6	Assessment Week • Morning reminders in briefing • Efl records finalised • Efl progress targets shared with teachers • PLPs finalised • EYFS statutory baseline assessments to be completed and data submitted to DfE • Personal Development monitoring
	Week 7	• PLPs for parents/carers – admin • PLP data info collated – admin • The Head of School to check school wide progress

Autumn 2	Week 1	• Monday training – PLPs • PLPs to be finalised. • Efl records to be in place •
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	Week 2	PLPs and EFL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle
	Week 3	EFL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 4	EFL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 5	EFL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 6	Assessment Week - Morning reminders in briefing - EFL records finalised - EFL target data added - PLPs finalised
	Week 7	- PLPs for parents/carers – admin - PLP data info collated – admin - Deputy Head to check school wide progress
Spring 1	Week 1	Monday training – PLPs - PLPs to be finalised & checked by Leadership - EFL records to be in place
	Week 2	EFL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 3	EFL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 4	EFL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 5	Assessment Week - Morning reminders in briefing - EFL records finalised - EFL target data added - PLPs finalised
	Week 6	- PLPs for parents/carers – admin - PLP data info collated – admin - Deputy Head to check school wide progress
Spring 2	Week 1	- Monday training – PLPs - PLPs to be finalised. - EFL records to be in place
	Week 2	PLPs and EFL monitored by leadership and feedback given to to teachers.
	Week 3	- Leadership monitor agreed changes were made to PLPs and EFL records. - EFL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 4	

		EfL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 5	Assessment Week • Morning reminders in briefing • EfL records finalised • EfL target data added • PLPs finalised •
	Week 6	• PLPs for parents/carers – admin • PLP data info collated – admin • Deputy Head to check school wide progress
Summer 1	Week 1	• Monday training - PLPs • PLPs to be finalised & checked by SMT • EfL records to be in place • Annual report formats & timelines to be shared with teachers
	Week 2	• PLPs and EfL monitored by leadership and feedback given to teachers.
	Week 3	• Leadership monitor agreed changes were made to PLPs and EfL records. • EfL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle. • Information session for parents and carers – reporting progress
	Week 4	• EfL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 5	Assessment Week • Morning reminders in briefing • EfL records finalised • EfL target data added • PLPs finalised
	Week 6	• PLPs for parents/carers – admin • PLP data info collated – admin • Deputy Head to check school wide progress
Summer 2	Week 1	• Monday training - PLPs • PLPs to be finalised & checked by Leadership • EfL records to be in place
	Week 2	• Annual reports to teachers for any final edits • PLPs and EfL monitored by leadership and feedback given to teachers.
	Week 3	• Leadership to add comments to reports • Headteacher comments on reports
	Week 4	• EfL records to be monitored by SLT and feedback given to teachers as part of the monitoring cycle.
	Week 5	• Annual reports to parents & carers
	Week 6	Assessment Week • Morning reminders in briefing

		• EFL records finalised • EFL target data added • PLPs finalised
	Week 7	• PLPs for parents/carers – admin • PLP data info collated – admin • Deputy Head to check school wide progress

End of 26/27	• AHTs to send annual data analysis for their KS to the Head of School. • The Head of School to collate information across the school and identify strengths and action points • Identify any pupils who need interventions in place for Autumn 1 based on end of year data • The Head of School with the SENCo collate progress towards Speech and Language and Occupational Therapy targets • All EHCP targets to be added to EFL • The Head of School to create report for LGB and Trustees on annual progress and achievement for Spa Camberwell
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