



Spa Bermondsey Assessment Policy

Purpose

All pupils at Spa Bermondsey have an EHC Plan and a primary diagnosis of autism. All pupils have severe or moderate learning difficulties and are therefore working well below age related expectations. Our curriculum is designed to support pupils make academic and social progress and to make progress towards their EHC Outcomes.

Assessment allows us to be confident that our pupils are making progress across our curriculum and towards their EHC outcomes. It informs teaching and learning, planning of next steps and setting of new targets.

Aims

- To help pupils to:
 - recognise and take pride in their own achievements
 - identify areas and skills that need to be strengthened
 - plan their own future learning

- To help teachers to:
 - have a knowledge of each pupil's particular abilities, skills and understanding
 - plan future learning targets for individual pupils and groups
 - plan future teaching through evaluation of materials, resources and strategies

- To help the school to:
 - provide continuity and progression within school, to home and beyond
 - evaluate effectively whole school curriculum planning and practice
 - meet statutory requirements
 - contribute to effective transitions
 - ensure pupils achieve a range of qualifications at a level appropriate to them

- To help parents/carers to:
 - have an understanding of how their child is progressing
 - know how best to help and encourage at home
 - participate in the celebration of achievements

Implementation

Assessment

- Each pupil is baselined across the curriculum within their first half term. Information is taken from the previous setting, Annual Reviews as well as classroom performance to inform this level.
- Baseline grading is moderated by the AHT for that key stage.
- *Spa Small Steps* are used to record attainment and progress starting from P5 and working to Level 5. These *Steps* have been created using P level assessment criteria and will be reviewed using teacher knowledge and expertise on progress of pupils with autism during 20/21. Collaboration with other schools will support the development of these *Steps*
- Earwig software is used to collect this baseline information and to set targets for the academic year. Progress towards these targets is then reviewed termly.
- Pupils IEPs are created based on pupil EHC Outcomes and are reviewed and re-written termly
- Pupils have weekly Reading, Writing, Speaking & Listening and Number targets which are set and reviewed weekly. These targets are taken from *Spa Small Steps* or from the short term EHC Outcomes
- Pupils have an individualised learning objective for every lesson which is reviewed at the end of each lesson. These are recorded on Earwig Learning Records and create a pupil's Learning Timeline
- All pupils complete externally accredited sources in Key Stage 5 and some in Key Stage 4. ASDAN and WJEC are the exam boards used

Recording

- Earwig software is used to collect and create assessment records. Information on pupil progress is shared with parents / carers at parents meetings, annual reviews and summer reports
- Earwig software is also used to collect pupil's non-academic achievements to create their Achievement Timeline. This is shared with pupils throughout the year and a copy is given to families at the end of each Key Stage

Reporting

- At each pupil's Annual Review, information attendance, academic progress, progress towards EHC outcomes and a summary report are provided
- A summer report, commenting on each subject studied during the year with a tutor report is sent home at the end of the summer term
- IEPs are set home termly with progress towards previous targets and new targets that have been set
- Parents evenings are held twice a year, during which pupil attainment and progress are shared and discussed
- Earwig software is used to analyse pupil progress, both at an individual level and by cohort and group
- Progress is reported to Trustees in the Autumn term