



## **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.

EHCP Outcomes structure each pupil's Personal Learning Plan 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. Pupils with autism 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 is used to develop a Personalised Learning Plan with challenging and relevant targets relating to

- communication
- independence: including physical & sensory needs
- key areas of learning: reading, writing, number
- emotional wellbeing and social skills

These plans are used for weekly target setting and are reviewed by the teacher and Assistant Headteacher each half term.

The Personal Learning Plan 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
- AET Autism Progression 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 curriculum. Evidence is collated using the Earwig 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 Personal Learning Plan

AET Autism Progress Framework: supports precise target setting related to aspects of each pupil's profile that can create barriers to learning.

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

Learning Objective / 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 AHTs and class teachers identify where progress needs to be addressed and relevant interventions planned. AHTs report their analysis to the 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. Personal learning Plans are reviewed and shared with families.

Teachers use assessment week to collate evidence for the annual report for the summer term.

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.

## Cycle of Assessment, Recording and Reporting

Term	Assessment Strategies	Moderation Focus for 21/22
Autumn 1	Baseline moderation and target setting Personal Learning Plans reviewed	Writing
Autumn 2	AHTs review core progress from Autumn 1 PLPs reviewed	Reading
Spring 1	AHTs review progress towards EHCP outcomes PLPs reviewed	Writing
Spring 2	AHTs review AHTs review Core Progress PLPs reviewed	Reading
Summer 1	AHTs review progress towards wellbeing and social skills PLPs reviewed	Writing
Summer 2	Annual progress review Timelines produced Whole school data analysis - SMT	Reading

### Moderation and analysis

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

- work sampling across a range of subjects
- work scrutiny by subject leaders and AHTs
- termly pupil progress reviews with teachers and AHTs
- external moderation with Spa Bermondsey and other partners
- annual whole school progress data analysis by the 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 timelines 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, regular phone calls, emails, texts and face to face meetings.

Personal Learning Plans are shared with families each half term.

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

Annual Personal Learning Plans and curriculum progress is shared through the annual report to parents in the summer term.

Parents / carers are invited to the parent teacher conferences at the start of the Autumn 3 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.