Assessment at Breakspeare School

Introduction

At Breakspeare School we have developed our own assessment system recognising that if the students need a personalised curriculum it follows that they need a personalised assessment system too. The students we teach learn in very different ways and at different rates therefore our assessment system recognises that there is not 'a one size fits all' but a 'basketful of tools' approach that is needed to show individual progress. We believe strongly that no students are comparable and that each student has their own learning journey and makes individual progress based on their own abilities. We want to 'measure what matters' for the students and work collaboratively with parents and other professionals to achieve this.

The students are assessed within the most appropriate framework for their level of cognition and learning. These are grouped in this way;

EYFS students (Nursery and Reception Years)	are assessed against the Early Years Profile
PMLD students (Year 1 +)	are assessed using the 'Routes for Learning' Framework alongside an Independence framework – Breakspeare Pathway 1, and the 5 Areas of Engagement Model.
SLD students (Year 1 +)	are assessed using the Breakspeare Pathway 2, (Phases 4 -8) (and tools like Autism Education Trust Progression Framework where appropriate) Pre Key Stage 1 and Pre Key Stage 2 Standards.
Students working towards National Curriculum (Year 1 +)	are assessed using the Breakspeare Pathway 3, (Phase 9 – 12) Pre Key Stage 1 and Pre Key Stage 2 Standards

Tracking Progress

We use a web based system called SOLAR to record students' progress. All the assessment systems are stored on SOLAR and each student's learning journey is tracked on their individual pathway. This system allows all the targeted statements in all pathways to be broken down into three stages, Emerging, Developing and Secure, meaning that even the small steps of progress can be recorded and celebrated.

Students are baselined on their learning pathway in the first 6 weeks of starting the school. Then begins a learning journey that tracks students from their starting points to progress year on year in different subject areas. SOLAR generates a star card for each target in which context, and evidence both written and photo or video can be added.

Tracking and assessing students' progress focuses on their individual progress over a period of time from their starting point. The starting point that we measure the progress against can be a key stage, the academic year, a term or a module of learning for a shorter period of time.

Description of Pathways

1.1 EYFS;

We use the EYFS Statutory Framework to measure the progress of students in Early Years and assess against the Early Years profile. The students are assessed against the seven areas of learning and development and at the end of each year the steps of progress in each area are recorded. Learning journals are maintained as a record of the progress and are made up of star cards, special moments and other relevant evidence.

1.2 Routes for Learning – Breakspeare Pathway 1; (BP1)

When assessing students with PMLD we use Routes for Learning for Communication and Cognition. This is an assessment tool arranged into 43 milestones assessing a learners' developmental journey in their Social Interaction and Cognitive Development. The students can progress through the milestones by using different routes but there are 7 Key Milestones that the student must have achieved in their developmental order.

This assessment considers the complex interaction between the sensory impairments, motor disabilities, medical problems and cognitive processing difficulties that the learner experiences. Yet it celebrates the different abilities of learners with the most complex needs as well as recognises their individual developmental progress profile.

In addition to the above, we also assess students in BP1 in areas of independence to again show a holistic view of progress in areas of;

Body Awareness
Fine motor skills
Gross motor skills
Eating and Drinking
Using the toilet
Cleaning teeth
Washing hands and face.

Alongside Routes for Learning we are incorporating the 5 Areas of Engagement Model following the new guidance from the DfE. These areas include, Exploration, Realisation, Anticipation, Persistence and Initiation. Observations using this tool adds value to our current assessment systems and enables teachers to assess student progress from a different angle.

1.3 Breakspeare Pathway 2 (BP2)

This pathway has been created by teachers for learners who have severe learning difficulties. The levels are split into developmental phases and independence skills. The data that is collected on SOLAR is personalised and individual. It reflects the students' learning journey over a period of time and the progress they are making in the core areas of Myself, My Communication and My Thinking. This pathway often shows progress of students with 'spiky profiles' that may have one or two curriculum areas in which they excel or show a special talent in.

The current areas of assessment are;

Myself;
Comprising of; Independence, Managing Feelings and Behaviour, Self Confidence and Self Awareness and Social Development.

My Communication;
Comprising of; Speaking, Listening

My Thinking;
Comprising of; Reading, Writing, Number, Shape, Space and Measure.

We also track progress in the BP2 Pathways of Physical Education and Swimming.

1.4 Breakspeare Pathway 3 (BP3)

This pathway follows on from BP2 and is for learners who are working towards National Curriculum levels. The current areas of assessment are the same as above in BP2. This pathway also shows

progress of students with 'spiky profiles' that may have one or two curriculum areas in which they excel or show a special talent in. Where students are making progress in this pathway we will where appropriate assess them against the Pre Key Stage Statements and enrol them to National tests if required.

1.5 Other Assessment / Accreditation

When students reach Year 10 (Key Stage 4) they continue to be assessed through the Breakspeare Pathways but they also work on other accredited awards. These include;

ASDAN Awards; Students with SLD and AS work on Towards Independence Modules. The students with PMLD and sensory learners work on Transition Challenge These are selected to meet the specific needs of the students e.g. Sensory, Introduction, Progression.

AQA Units; Teachers select the level of the unit the student will study according to the student's ability; Pre-entry or entry level

Arts Award; Students participating in Arts Award attend a workshop at a Hertfordshire music centre, working with musicians and artists. Students use a variety of skills including art, music, dance, drama, literacy and computing. It facilitates our students meeting, learning and socialising with other special school students and adults. Arts award is accredited by Trinity Guildhall and enables our students to work towards gaining either a Bronze or Silver Arts Award.

The Process of Assessment

Overviews; All students work on EHCP targets that are reviewed yearly and Curriculum targets which are reviewed on a termly basis. Each student has an overview which contains the key curriculum and EHCP targets that they are focussing on at any given time.

Classroom Assessment Tool; All staff monitor progress of pupils in lessons according to their targets through the use of the Classroom assessment Tool (CAT). This individual target sheet for core curriculum areas or EHCP targets shows the daily and weekly progress of students towards their target. Information collected includes level of prompting required, engagement in task and short description of learning. The use of the terms Emerging, Developing and Secure feed directly into the SOLAR assessment. These targets can be specifically linked to a lesson or relate to a cross curricular aspect of learning.

This ongoing, everyday assessment in lessons drives the learning forward and clarifies misunderstandings so that students make rapid and secure gains and progress in knowing more and being able to apply their skills.

Some classes also use post-its to capture moments of achievement in other curriculum areas such as learning to play with peers or self-help and independent living skills.

Learning Journals; All students working in EYFS have a journal which is collected by the early years practitioners that contains a collection of photos, post its, evidence of written work or art work and other documents. These provide a picture of a child's unique development and characteristics as a learner under the areas of learning identified in the EYFS.

SOLAR; At Breakspeare each class has an iPad dedicated to assessment using the SOLAR web based package that we use. We want staff to engage in everyday SOLAR assessment and not to miss key moments of a students' learning. The week on week CAT evidence sheet towards students targets provides the feedback to teachers about the progress being made and informs the completion of the Star Cards on SOLAR. This information will inform if the student is emerging, developing or

secure in the target. Evidence is captured on SOLAR in the core curriculum areas of My Communication, My Thinking and Myself.

Teachers meet with the Deputy Head twice in the year and in June progress is reported on;

September –   SET targets for progress in core areas of curriculum

February –   REVIEW progress and put in appropriate interventions / support

June -   REPORT progress on individual learning journeys

Teachers write a curriculum report for the EHCP meeting detailing the progress made towards EHCP outcomes. In addition they write a curriculum report for parents at the end of the Summer term which reflects the holistic approach to progress made by the student during the year.

The whole process of assessment in the school builds pictures of individual progress and recognises when interventions need to be put in place but also maintains the focus on the key learning and holistic outcomes for each individual and targets these areas of development. The close analysis of the assessment data also contributes to planning for differentiated learning and for whole school use in determining and evaluating outcomes.

The Cycle of Assessment

Review Students' Learning Journey

Set Curriulum and EHCP Targets

LEARNER

Progress Meetings EHCPs

SOLAR Star Cards E/D/S

Daily Assessment CATs