



## ASSESSMENT AT BREAKSPEARE SCHOOL

**Assessment informs the planning, teaching and learning for an individual child.** We start our assessment by looking at what pupils already know. It is really important that we have a very clear understanding of the developmental level that our students have reached as this helps us to maximise the level and type of support the student needs for his/her learning. We work closely with parents and other professionals to gather information about the student's individual learning needs. When a new student starts at Breakspeare School we use their first six weeks learning to understand their educational needs, their prior learning; developmental level and current attainment level (base line) in order for us to set the individual learning targets for them at the end of the initial six week period.

The students' individual learning targets (IEP) in different curriculum areas are then monitored and assessed regularly. We change IEP targets as soon as the child has achieved them in order to maximise their learning. The students' progress is reviewed annually at the statutory Education Health and Care Plan Reviews or the Annual Review meetings and for Early Years every 6 months. Parents receive curriculum progress reports twice during the academic year.

30% of our students have profound and complex learning needs (PMLD). We use the Quest for Learning Route Map to assess key milestones at different developmental levels of our PMLD students. This information assists us to set appropriate targets and assess their small step progress alongside their P-level assessments.

As 70% of our students are under the umbrella of ASD we have started to use the SCERTS<sup>1</sup> educational model to assess their learning needs and developmental levels in communication, emotional regulation and transactional skills. SCERTS is a well-coordinated ASD assessment process that helps us to measure a child's progress and determine the support needed by the child's social partners e.g. educators, peers and family members.

Our assessment procedures ensure that:

- Functional, meaningful and developmentally appropriate goals are selected
- Individual differences in a child's style of learning, interest and motivation are respected
- The culture and lifestyle of the family are understood and respected
- The child is engaged in challenging, meaningful and purposeful learning activities throughout the day
- Support is developed and used consistently across partners, activities and environments
- A child's progress is systematically recorded over the time
- Quality of assessment is measured frequently to assure accountability

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<sup>1</sup> SC - Social Communication, ER - Emotional Regulation and TS – Transactional Support



The students' attainment level is assessed using P-levels. When they start at Breakspeare School our students' P-levels at KS1 or KS2 are typically at P1i-P4 and P3ii-P6 for secondary transfers. The students who start at Breakspeare in our Nursery or Reception class are usually at the 18-24 months developmental levels on the EYFS profile.

**Assessment of students' progress is robust and rigorous.** We have procedures in place to ensure all learners succeed and progress in their learning. The data tracking systems in the school are embedded and allow for early intervention for learners whose progress is slower than expected.

When learner performance is below the expected level we implement personalized intervention programmes to ensure that these learners catch up and meet the challenging targets that have been set for them. We use appropriate intervention programmes such as individual support and behaviour specialist support. The best predictor for future attainment is past performance. Breakspeare School uses data based on a learner's age and their prior attainment to estimate outcomes at the end of each year,

The students are set end of key stage targets using National Progress Guidance (NPG). These end of key stage targets are broken down into annual end of year targets. We monitor the students' progress towards their end of year and end of key stage targets several times during the academic year in order to implement necessary actions as needed. The leadership team have regular progress meetings with the teachers.

We measure the students' progress using a small step assessment system called PIVATS. PIVATS scores are then transferred to a monitoring programme called CASPA. CASPA makes it possible for us to assess our students' progress against NPG. Our DATA – analysis is directly linked to an action plan to enhance students' learning.

Most of our students are learning at pre-National Curriculum (NC) levels e.g. P-levels P1i – P8. We have a few older students who are learning at NC levels in key stage 3 and key stage 4. For these pupils we are currently using Herts Steps for Assessment when setting targets and assessing their progress in English and Maths. When assessing the progress of our Nursery and Reception age students we use the EYFS Profile. In upper school our students are assessed externally for AQA, ASDAN and Art Awards accredited units.

Parents receive curriculum reports twice during the academic year and regular meetings are held with the parents to have discussions about their child's learning. Parents' annual surveys constantly give positive feedback about their child's progress at school.

In order for us to monitor the accuracy of our P-level assessment we carry out regular moderation programmes both internally and externally with other schools.

All the students have their 'Progress and Assessment File' (PAF files) where the teachers collect evidence of their progress over the key stages. These files are shared and celebrated with the students and their parents and carers. PAF files are also used to share our accurate assessment during transition to their next level or phase of the students' school career.



**Assessment for learning is part of teaching and learning.** The students are given feedback about their learning using oral, written, symbol or sensory rewards. For most of our students assessment for learning is made concrete by using simple skill descriptors e.g. key words supported by visual aids. The students are encouraged to take pride in their learning whenever the learning and success takes place. We celebrate the students' achievements at our achievement assembly, and through our newsletters.