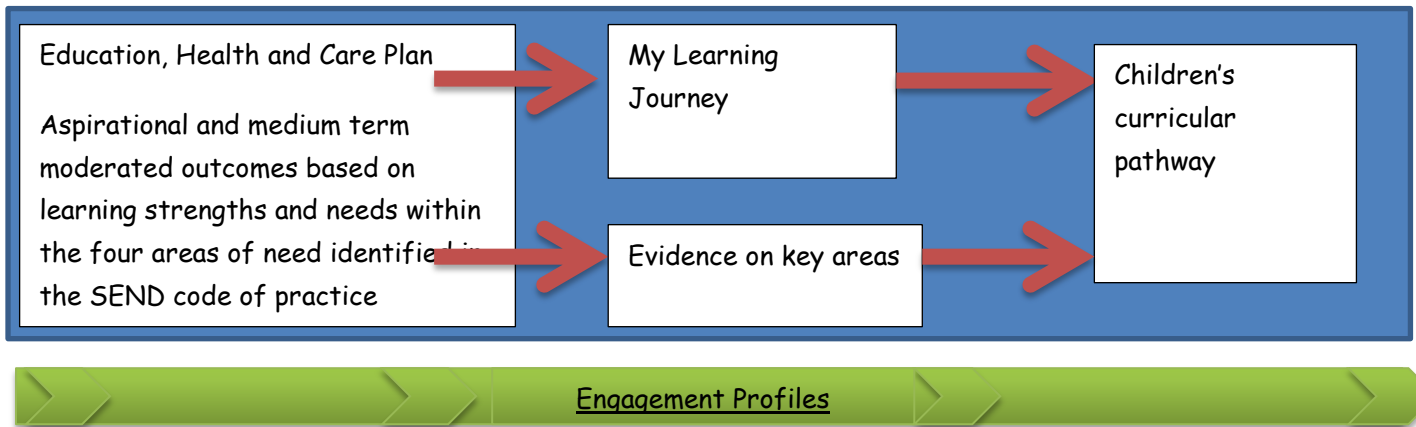


ASSESSMENT SYSTEM

Category:	Assessment system
Authorised By:	Director for Schools
Signature:	
Signed By:	Jarlath O'Brien
Author:	Caroline Aplin
Version:	1.0
Status:	Ratified
Issue Date:	March 2018
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Grangewood Assessment System

Sept 2017



The four areas of need within the SEND code of practice and areas that outcomes are written within My Learning Journey.

Communication and Interaction

Social, Emotional and Mental Health

Sensory and Physical Needs

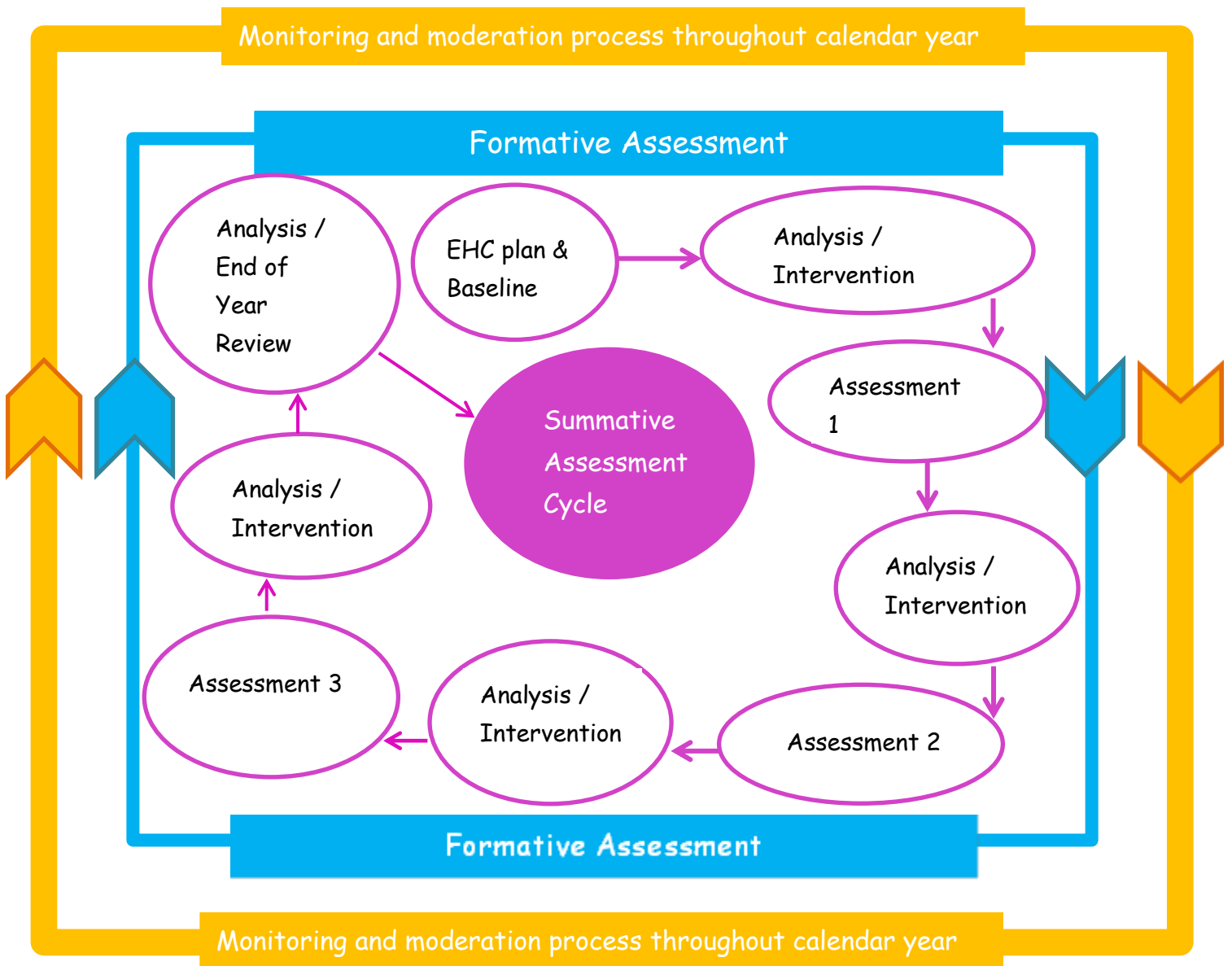
Cognition and Learning

The Assessment Cycle for My Learning Journey.

This is a new system implemented in January 2017.

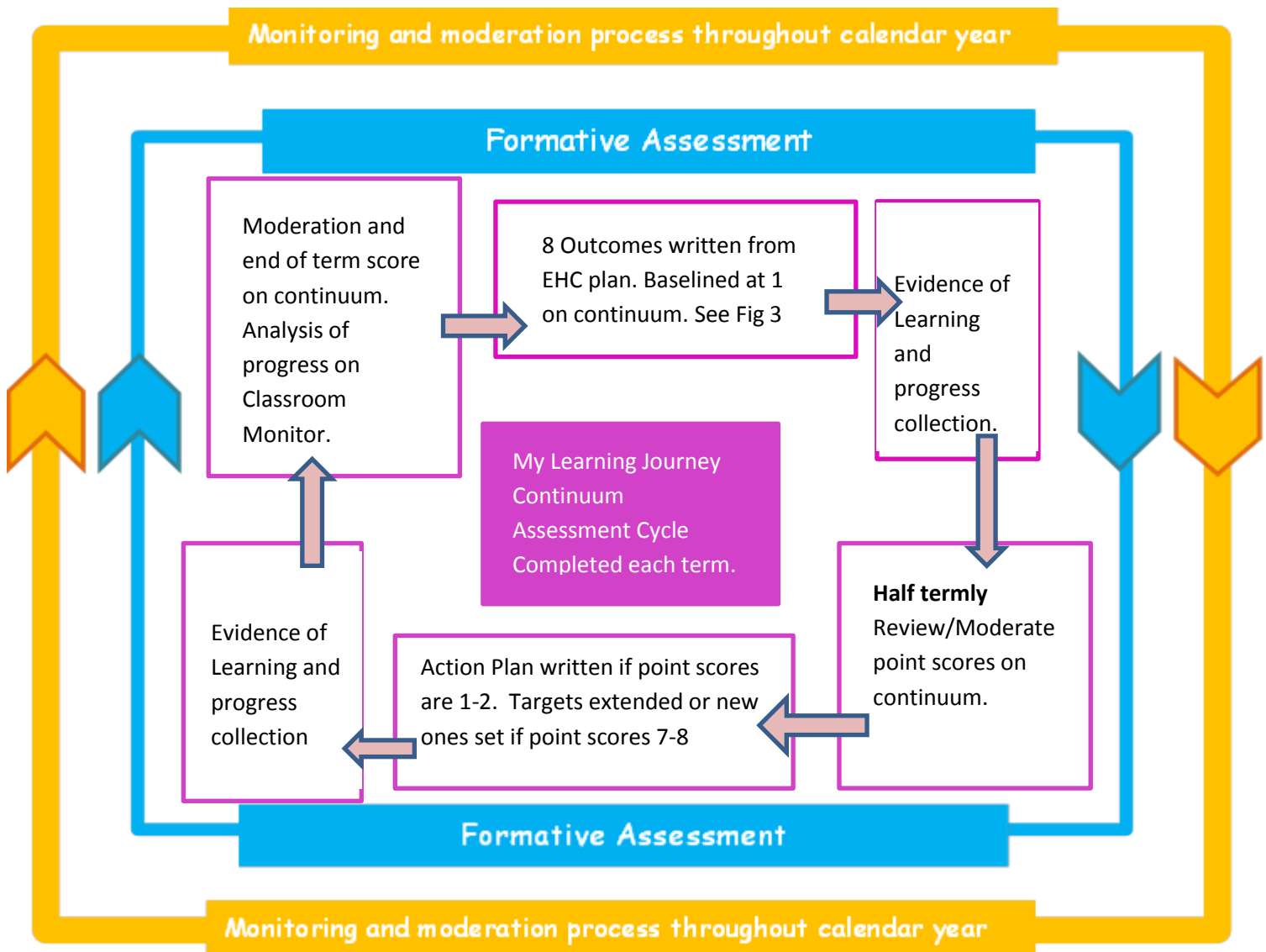
Yearly Cycle

Fig 1:



Termly Cycle

Fig 2:



- The aspirational outcomes are written by highly skilled teachers and therapists and moderated by SLT and by teachers at Sunshine House School who also use the personalised outcome approach. The starting point for all children is considered when writing new ones.
- During the term parents, teachers, learning support assistants and therapists will be documenting children's progress by either handwriting on their evidence sheets or, adding evidence such as pictures, videos and written observations to the relevant outcomes using the assessment tool on Classroom Monitor. Parents will fill in evidence sheets relating to the outcomes and also be invited to attend parent meetings to discuss their child's progress.

- See Fig 4 page 5 for descriptors of point scores.
- Termly progress and achievement against the outcomes are judged as below. These have been agreed and moderated with teachers, therapists and senior leaders from within the academy. The thresholds have also been discussed with other SLD schools locally.

Fig 3:

Score of 1-4	Below expected progress
Score of 5-6	Expected progress
Score of 7-8	Above Expected Progress

These scores are moderated and entered into the assessment tool for teachers and therapists to support next steps. Whole school analysis and groups are considered for strategic planning in the next term.

My Learning Journey Outcomes

The numbers 1-8 have been paired together and used by teachers and therapists to make judgements of progress. The judgements in each of the four will be either beginning at a point or nearly completed.

An example can be seen below.

Fig 4:

Communication and Interaction	0								Half termly Score	On track to meet outcome?	Termly Score	Judgement of Progress
Date assessed												
Scale	1	2	3	4	5	6	7	8				
	emerging	developing	secure	exceeded								
Comments (OPTIONAL) Please Date & Initial												

Fig 4:

EHC Plan Outcome descriptors.

Continuum		Assessment Descriptors
Emerging	1	Baseline
	2	Becoming aware of learning expectation
Developing	3	Requires continuous adult prompting to actively participate in their learning
	4	Requires intermittent adult prompting to actively participate in their learning
Secure	5	Achieves outcome with minimal prompting 2 out of 3 times
	6	Achieves outcome independently
Exceeded	7	Maintains and consolidates learning
	8	Demonstrates sustained learning across a variety of contexts

As a school we are still using the P-scales to assess children at mid-year and end of Year for all the children in the school from year 1 – year 6 and end of Key stage 1 and 2 data is reported to DFE. As a school we have been researching the best assessment method to ensure aspirational outcomes for our children. The view below has been documented to support the target setting of those attending Grangewood School and will be reviewed continuously to ensure current thinking and research is at the heart of all we do. We are able with the new tool to show P- scale progress and with the use of the tool Classroom Monitor we are able to evidence and report the progress the children make within the P-scales.

To set the parameters of progress case studies of children were taken using progression guidance to look at the progress made yearly by these children . The progress parameters have been agreed and set with teachers and SLT as below:

Fig 5:

0-3.99 points	Below expected Progress
4- 5.99 points	Expected Progress
6 - 12.99 points	Above Expected Progress

Classroom Monitor step = 1 point

At Grangewood we also use National Progression guidance 2009 to set targets for all pupils using their end of Key stage 1 target. This has led to research and discussion about the validity of this and our school policy is as follows:

P-scales, Progression Guidance and National Expectations

Whilst ‘high expectations and good progress are entitlements for all learners’ (DCSF 2009) the question as to how to measure progress, and the related question of what counts as good progress, remains unresolved for pupils with severe learning difficulties with a wide number of solutions being proposed at local, regional and national levels. In particular the claim that the P-scales provide an adequate assessment tool has been challenged by alternative models (Routes for Learning, 2006. Quest for Learning, 2006 , The Rochford Review 2016).

The following observations address the issue of pupil progress as set out in The National Strategies’ Progression Guidance 2009-10 (DCSF 2009), and argue that a careful reading of that document does not support the view that all learners should make two levels of progress over a key stage, but that different expectations apply to National Curriculum levels and P levels.

The National Strategies' Progression Guidance 2009-10 states that 'all learners should make at least two levels of progress' from the end of one key stage to the end of the following key stage. (DCSF, 2009, p12). Despite the universality of this statement does it apply to those pupils whose progress is being measured against P-level descriptors? The guidance suggests that it does not since this national expectation applies only to '... learners identified as SEN, who are working within age-related expectations...' (ibid. p12,)

Elsewhere, however, the guidance appears to conflict with this, saying that '...the majority of learners with SEN, including those who are working below age-related expectations, should be able to achieve this rate of progress' (ibid. p8). Taken on its own this second statement seems to indicate that the expectation of two levels progress does indeed apply to pupils with severe learning difficulties. However this needs to be read in context of the statement that '...the vast majority of learners with SEN/LDD, including those in special schools, are working at the main National Curriculum levels'. (ibid. p8). So the guidance applies to pupils who fulfil either of the following conditions:

- (a) They are working within age related expectations or
- (b) They are working at below age related expectations but are also part of the 'vast majority' of pupils who are working at National Curriculum levels.

Neither of these conditions applies to pupils with severe learning difficulties, or to those pupils who are working within the P-levels for most of their school careers. The conclusion must therefore be that pupils who have severe learning difficulties together with the overlapping set of pupils who are working within the P-levels do not form part of the population to which the progression guidance applies and that therefore the national expectation of two levels progress per key stage does not apply to them.

The most recent review of the P scales was the Rochford review and Grangewood have used some of those guidelines when looking at appropriate assessment systems. The Rochford Review recognises that age-related expectations are not appropriate for a significant proportion of pupils working below the standard of the national curriculum tests. Grangewood believes that it is important to have the opportunity to demonstrate both attainment and progress for individual pupils in a personalised way.

The Rochford review draws from research undertaken by The Complex Learning Difficulties and Disabilities (CLDD) project, which states that early development in cognition and learning, should centre on a range of skills that enable pupils to engage in learning situations and on their growing ability to seek out or direct learning opportunities autonomously. (Rochford Review 2016)

To ensure that aspirational targets are written for all pupils, Grangewood has collaborated with other SLD schools. Moderation meetings have taken place with Moorcroft, Sunshine House and The Village School ensuring that all assessment is accurate and consistent across the school. See transdisciplinary document for further details.

In conclusion the school's view is that:-

- When pupils meet their aspirational target then this represents expected progress.
- A careful reading of The Progression Guidance 2009-10 does not support the view that pupils with severe learning difficulties, or those pupils working within P-levels for most of their school career, should make two levels progress per key stage.
- All pupils functioning under P4 at the end of Key stage 1 will have an aspirational and achievable target set in the Median Quartile.
- All pupils already achieving P4 or above at the end of Key stage 1 will be set challenging and aspirational targets using the Upper Quartile.
- Progress for many pupils will not be reflected in P-level scores even where their progress in My Learning Journey demonstrates outstanding.

References

DFE (2016) Special educational needs: analysis of data sources

GOV.UK (2016) the Rochford Review

DCSF (2009) Progression Guidance 2009-10 DCSF Publications

QCA (2009) Using the P-scales. QCA/09/4060

QCDA (2011) Using the P scales to Assess Pupils' Progress: guidance for practitioners and School leaders QCDA/11/4841

Quest for Learning (2006) Guidance and assessment materials: Profound and Multiple Learning Difficulties. Belfast. The Council for Curriculum, Examinations and Assessment.

Routes for Learning (2006). Qualification and Curriculum Group. Welsh D of E. Cardiff

EYFS

In addition to the “My Learning Journey” outcomes which are essential to show progress supporting the children’s EHC plans ,and our transdisciplinary working , the legal requirement for children aged 3-5 years is to be tracked using the EYFS framework . At Grangewood children aged 3-7 years are also tracked and assessed using the Early Years Foundation Stage Framework. Outcomes are taken directly from the framework and assessed using the developmental assessment system and Early Learning Goals. Currently the children have all had their starting points inputted into Classroom Monitor See Fig 6. The system will be further customised to show maximum progress within the areas below:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

Fig 6:

Birth-11 Months He/she enjoys the company of others and he/she seeks contact with others from birth.	M	M	M	A	A	U	U	A	A	A	A
Birth-11 Months He/she gazes at faces and he/she copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes.	M	A	A	A	A	U	U	U	A	U	U
Birth-11 Months He/she responds when talked to, for example, he/she moves his/her arms and legs, changes facial expression, moves body and makes mouth movements.	M	M	M	M	M	U	U	A	M	M	M
Birth-11 Months He/she recognises and is most responsive to the main carer’s voice: his/her face brightens and activity increases when familiar carer appears.	M	M	M	M	M	U	U	M	M	M	A
Birth-11 Months He/she responds to what carer is paying attention to, e.g. following the	M	M	M	A	M	U	U	M	M	A	M

The hexagons in Fig 6 show:

Grey	Unassessed
Red	Emerging
Amber	Developing
Green	Met

Evidence is attached to these statements and is moderated within the academy and with Sunshine House School. Working towards increasing moderation across the borough other moderated externally. Learning profiles are created to show achievement and progress for use in annual reviews and to consider next steps for the children.

When looking at the data the following points of progress have been agreed by the Early Years Coordinator and SLT and moderated by external agencies.

0-2.99 points	Below expected Progress
3-8.99 points	Expected Progress
9- 12.99 points	Above Expected Progress

In conclusion the assessment system that is currently in place enables teachers and therapists to have an up to date assessment tool that allows the planning of next steps. It is a live system supporting teachers and therapists to write aspirational outcomes that are relevant and personalised to the needs of the children. Using the assessment tool Grangewood is able to work with schools within the academy and outside to moderate their data. This is still work in progress with many possibilities to ensure that the progress is captured and shared with parents. Grangewood hopes to use this tool to give parents access to up to date progress and achievements.