



Grangewood School

A learning community

Assessment Policy

Category:	School-based Policy
Authorised By:	Executive Head under the Board of Trustee's policy management arrangements
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Version Control

<u>Ver.</u>	<u>Date</u>	<u>Comment</u>
3	14.10.24	New assessment annual calendar
3	14.10.24	New assessment poster
3	14.10.24	Review dates added to be every 2 years
3	14.10.24	Section on MAPP targets paragraph 5 didn't make sense <i>By using MAPP, consider four strands of skill development: Independence, Fluency, Maintenance and Generalisation both</i> Changed to <i>By using MAPP, consideration is given to four strands of skill development: Independence, Fluency, Maintenance and Generalisation both when setting outcomes and throughout their implementation and evaluation.</i>

This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

This policy applies to the staff of Grangewood School, and the trustees of the Eden Academy.

For further details, refer to Grangewood School's Assessment Guidance (to be read in conjunction with Curriculum and Planning Guidance).

Assessment Overview

Assessment is a professional process which involves teachers, support staff and therapy teams. At Grangewood School assessment provides a holistic opportunity to celebrate the progress made by all learners.

Through formative assessment, knowledge of the pupil is used to adapt planning, teaching and learning and inform personalised target setting.

Through summative assessment, both short and long term progress is monitored and tracked. This informs target setting for groups of pupils and the whole school to ensure inclusive practice.

These processes enable all children to achieve their best by ensuring consistency in approach and by providing interventions for individuals or groups not making expected progress or exceeding expected progress.

How do we assess at Grangewood School?

There are four distinct tools used to measure progress:

- The Cherry Garden Framework,
- EHCP Outcomes
- Personal 'MAPP' Targets
- Learner Progress Meetings

Statutory Assessment tools are used, when appropriate, such as Engagement Profiles and Phonics Screening Check.

Our Tapestry online learning journal provides a secure and accessible platform for all staff and parents to access the Cherry Garden assessments.

See Assessment Poster for overview (Appendix One)

Developmental Assessment with Cherry Garden Framework

This system is a child-centred record of progress that allows for a flexible approach to assessment. A child's learning journey can follow its own unique path, and the straightforward organisation of milestones means that adults can see if a child has missed a key step that is holding them back from gaining new skills and knowledge.

The Cherry Garden assessment framework incorporates key existing developmental assessments including:

- Development Matters
- Early Years Foundation Stage Goals
- Routes for Learning
- Engagement Profile
- Pre-Key Stage Standards

The assessment framework allows pupils to demonstrate progress in both core and expressive skill development. Assessment 'branches' cover a wide a range of developmental levels that are suitable for all learners at Grangewood School (see Appendix Two). Pupils at earlier developmental levels spend more time focusing on targeted core learning areas, before moving on to higher level subject specific learning in line with their cognitive development.

All pupils receive a baseline assessment within six weeks of starting at Grangewood School using the Cherry Garden Assessment Framework. Parents/Carers can view children's progress through the online portal, linking assessment progress to observations of their child's work.

Tapestry Online Journal – Teachers record evidence of pupil progress by uploading written observations, photos and videos to each pupil's online learning journal. These are typically linked to the Cherry Garden Assessment Framework. Staff can choose to share some of these observations with parents/carers. Parents can also share achievements with school.

EHCP Outcomes

All pupils at Grangewood School have an EHCP. These legal documents state the provision that each pupil is entitled to receive during their time at school, as well as any additional support at home.

Educational outcomes form a key part of each EHCP. These are closely monitored throughout the year and form the basis for a pupil's personal 'MAPP' targets. Progress towards meeting educational outcomes defined in a pupil's EHCP will be monitored during annual review meetings.

Personal 'MAPP' Targets

Medium and Long-term targets, derived from EHCP outcomes and set through multi-professional collaboration. These targets are monitored through evaluations and assessed using MAPP (Mapping and Assessing Personal Progress).

All pupils are set core targets across the breadth of the curriculum which are tracked closely throughout the year to help determine their level of progress. They are supported by evidence from observations of all staff concerned in the delivery of each target.

Personal Targets are modelled on the areas of need as defined by Education, Health and Care Plans: Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health and Sensory Needs & Physical Needs.

MAPP assessment is ipsative, comparing a pupil's progress with their own previous performance and is therefore not referenced to an external set of criteria.

By using MAPP, consideration is given to four strands of skill development: Independence, Fluency, Maintenance and Generalisation both when setting outcomes and throughout their implementation and evaluation.

Most pupils receive two sets of personal targets during an academic year. Some pre-formal learners who are not yet engaged in subject specific learning may use the same set of targets for the whole academic year.

Learner Progress Meetings

Class teachers share an overview of learner progress in these meetings with the school leadership team. Through examining learner profiles and prior achievements, areas of focus are agreed on which best support pupils to make progress.

These meetings may be focused on a specific curriculum area, or a broader overview of all aspects of learning.

Teachers will share any skills or knowledge gaps that have been identified following their review of a pupil's Cherry Garden Statements. If a pupil has made exceptional progress in any areas, this should be noted as well.

The following should be recorded:

- Identified gaps in knowledge / skills
- Possible barriers to learning
- Identified 'Areas of Focus' for the pupil
- Actions required (e.g. strategies, resources, additional support)

Annual Assessment Cycle

Entry to School	Cherry Garden Baseline Assessments
All Year	Annual Reviews: allocated to a term
September	MAPP 1 targets reviewed by new teacher and baselined
	Autumn Term Learner Progress Meeting 1
October	EYFS Baseline Assessments
November	Emergent Reader Checks
	MAPP 1 progress reviewed (BRAG)
December	Autumn Term Learner Progress Meeting 2
January	Spring Term Learner Progress Meeting 1
February	MAPP 1 targets assessed and MAPP 2 written and baselined
April & May	Spring Term Learner Progress Meeting 2
	MAPP 2 progress review (BRAG)
May	SATS (Year 2) where appropriate
	Summer Term Learner Progress Meeting 1
	MAPP 2 assessed and provisional MAPP targets written for transition to next year
June	Cherry Garden Statement Check and data drop (End of Year)
	Cherry Garden Year 2 & Year 6 Statutory Conversions
	EYFSP Submission
	Phonics Screening (Some Year 1 & Year 2)
	Annual Reports
July End of Term	Summer Term Learner Progress Meeting 2
	Emergent Reader Checks

Monitoring and moderation

Pupil progress is monitored through:

- Learner Progress Meetings
- Learning Walks
- Formal Observation Cycle
- External reviews
- Moderation of Cherry Garden observations
- Moderation of short and medium term planning
- Annual Review Cycle
- MAPP target BRAG ratings and outcomes
- Multi-professional meetings

Pupil progress is also monitored and moderated by therapists. Action plans are used to improve progress for individuals and groups. Strategies implemented as a result of action plans often include SALT, OT and EP involvement.

Reporting

Parents:

- Twice yearly parent meetings
- Annual review cycle
- MAPP targets and progress towards these are communicated to parents twice yearly
- Written end of year reports
- Ongoing through the use of Tapestry

Teachers:

- Professional dialogue through Learner Progress Meetings, moderation processes and sharing of MAPP progress

Director & Trustees:

- Mid-year and end of year reporting cycle

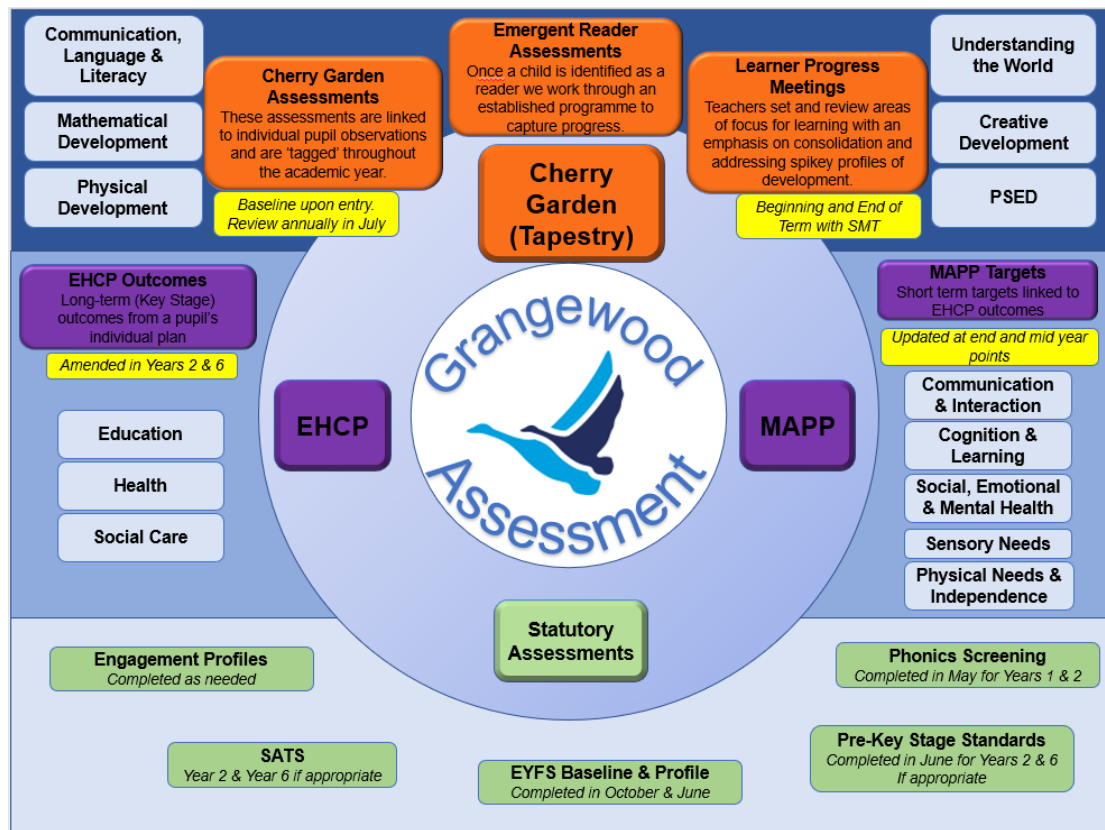
Conclusions will be included in the School Development Plan (SDP) and in performance management targets as appropriate.

Responsibility

The Assessment Leader and Headteacher ensure that this policy is implemented consistently and reviewed every two years.

Appendix One:

Grangewood School Assessment Poster



Appendix Two:

Cherry Garden Framework Assessment Branches

Communication, Language & Literacy (CORE)			
Language & Communication 1-10	Attention & Understanding 1-10	Reading 2-10	Writing 4-10
Mathematical Development (CORE)			
Routes Targets 1-4	Number 4-10	Shape, Space & Measure 2-10	
Physical Development (CORE)			
Gross Motor 1-10	Fine Motor 1-10	Swimming 1-10	
Personal, Social & Emotional Development (CORE)			
Self-care & Independence 1-10	Relationships & Others 1-10	Feelings, Behaviours & Morals 1-10	
Creative Development			
Creative Performance 4-10	Media & Materials 4-10	Design & Technology 5-10	Creative Expression 5-10
Understanding the World			
People & Communities 5-10	The World 5-10	Scientific Enquiry 5-10	ICT 5-10
Additional Communication Strands			
Communication Books 4-10	Symbol Exchange 2-9	Transitions 3-7	