



Assessment, Recording and Reporting

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Introduction:

Stephen Hawking is a school for children with severe and profound and multiple learning difficulties and severe learning difficulties from 2 to 11 years old.

Our curriculum has been designed to reflect the particular needs of the Stephen Hawking pupils and the skills they need to participate and engage in the world with increasing control, independence and autonomy. Our curriculum is designed to provide a clear pathway for children to follow as they learn and develop while being sufficiently flexible for teachers to ensure that each pupil has a curriculum which is motivating, pitched at the right level and teaching them relevant skills.

Assessment is an integral part of the curriculum model. We believe that accurate assessment helps teachers to better plan the next steps in that child's learning and analyse and remove any barriers faced. Accurate assessment processes enable school leaders to identify any pupils who require additional support.

The impact of the curriculum is measured via our assessment processes. Successful assessment supports the teachers in identifying and interpreting evidence to enable a decision to be made about where a pupil is in their learning, where they need to go and how they should get there. This needs to take into account their previous rate of progress and their very specific needs.

Assessment at Stephen Hawking takes place in a variety of ways. While formal testing rarely takes place, observations and opinions are backed up by evidence and are used to inform planning and teaching. The following techniques are used:

- Observations
- Scrutiny of work
- Formal assessments
- Discussion with parents and other professionals
- Evaluations on planning sheets
- Pupils assessment of their own work
- Reports from other professionals
- Photographs and Video evidence captured and stored on earwig.

Baseline Assessment

These are completed within 6 weeks of a child starting school. When pupils are part-time, they will be carried out at the full-time equivalent of 6 weeks attendance.

- *Baseline Assessment Report:* These are written in the 4 key areas of need and contain annual targets linked to EHCP outcomes for each pupil.

They are supported by photo/video evidence collected during the pupil's first 6 weeks at school and tagged to the areas identified in the assessment framework. They are shared with parents at the baseline assessment meeting for each pupil.

- *Baseline curriculum assessment:* The child is baselined on the Branch Map assessment framework
- *Baseline Assessment Meeting:* The class teacher meets with parents to share the baseline report and learning journey. In conjunction with parents, the first individual targets are agreed, linked to the child's EHCP targets.
- Children then follow the usual assessment procedures set out below for each subsequent term.

Individual targets

- *Individual Targets* - The child's key outcomes from their EHCP are uploaded and recorded using Earwig. These are completed annually by the class teacher alongside relevant therapists. Progress is recorded termly and the targets are evaluated at the end of each term and at the end of the year.
- The Earwig app allows teachers, therapists and class staff to collect evidence against these targets both under the EHCP but also in the Branch Maps to build up a rounded picture.

Curriculum Assessment

- *Daily assessment of progress* - Formative assessment evidence gathered by the staff team on a day-to-day basis is used to inform next steps for individual pupils as well as whole staff planning. Photos, videos and written evidence are gathered via the Earwig app and then recorded against the individual child, linking to their Branch Maps and / or EHCPs. This will be gathered via observations and assessments during sessions, discussed in team meetings and shared with parents via weekly Earwig messages.
Branch Map Assessment Framework
- These are bespoke developmental assessment systems in 4 areas of learning: CLL - communication, language and literacy, MD - mathematical development, science and personal, social and emotional development (PSED/PHSE). After the initial baseline assessment teachers update this at the end of each term to record progress made during that term. The assessment lead will review this in February and in July.
- Information from the Branch Maps is used to inform planning and identify next steps of learning for each individual pupil, which are then embedded throughout the child's day. It is assessed termly in the Pupil Progress Meetings to see if the children are on target or working above or below their expected level.

- The use of these developmental assessment systems enables the curriculum to be appropriately pitched and learning sequenced for each individual child, based on their starting point, current level of learning and rate of progress.

Engagement Model

- The 5 areas of the engagement model - exploration, realisation, anticipation, perseverance and initiation - have been embedded into our curriculum assessment frameworks.
- Appendix 1: [Engagement Model @Individual Assessment](#) - exemplification of the engagement model for the springboard curriculum assessment framework
- Appendix 2 - [Engagement Model: Steps for Learning: Communication, Literacy](#);

[Engagement Model cognition, maths, k&u, maths, com, sci, dt, g, h.](#)

exemplification of the engagement model for SHS curriculum assessment.

- Teachers across the school carry out frequent observations of all pupils, which are then tagged to the curriculum assessment frameworks and individual targets on Earwig.
- The Engagement Model is used in conjunction with the school's assessment systems and procedures, to assess pupils who are working below Branch 5 (PLevel 4).

Earwig

We use the earwig application to gather evidence of pupil learning over time. This enables teachers to use photographs, videos, observations and comments to record the learning of each pupil.

EYFS, KS1 & 2

- Staff gather at least 2 pieces of evidence a week per pupil to demonstrate learning across the four areas of the curriculum and towards individual targets.
- Staff share evidence with families via the Earwig app.
- Parents can also share photos, videos and written updates on the app with their child's class team.

Judging Pupil Progress

At the end of each term and at the end of each school year, we have a process for analysing and measuring each child's progress.

- Each term, teachers meet with senior leaders to complete the Pupil Progress summary. This pulls together all the assessment information we gather for each pupil - progress towards their individualised targets, Curriculum assessment information, earwig app and engagement.
- Teachers and SLT discuss the progress each child is making, to consider the assessment information and evidence available and make a judgement about that child's overall progress for the term.
- Any pupil identified as not making the progress we expect is rapidly identified and additional strategies or provision are put in place.

Above Expected Progress: Pupils who are making significant and sustained progress in one or more areas of their development and making some progress in all areas of development.

Expected Progress: Pupils who are making some progress in all areas of their development and there are no concerns about the pupil in any area.

Below Expected Progress: Pupils who are not making progress in two or more areas of development or there are concerns about the rate of progress.

EHCP Reviews

- Progress towards EHCP outcomes are judged at each child's EHCP Review. New outcomes are identified if previous ones have been achieved. Parents are invited and almost always attend their child's annual review meeting.

End of term and end of year reports

- A report is written for each pupil at the end of each term sharing key moments and photos from the term.
- This is a summary of the child's key achievements during the school year in each of the 4 areas of learning.
- These reports are shared with parents and carers.

Statutory Assessments

We complete or dis-apply, as appropriate, all required statutory assessments.

These include:

- *YR baseline* - completed at the start of each child's reception year.
- *Foundation Stage Profile* - completed at the end of each child's reception year.
- *Phonics screening* - completed in the Summer term of Year 1 and Year 2 for those pupils who did not complete it during Year 1.
- *Multiplication Tests*
- *KS2 end of Key Stage Assessment:* Stephen Hawking pupils are assessed using the engagement model.

Moderation

- Moderation takes place termly.

Monitoring

- *Pupil Progress Meetings*: Each teacher meets with a member of SLT to discuss, analyse and judge each child's progress at the end of each term. During these meetings, SLT monitors the quality of assessment information available.
- *Data analysis*: Senior leaders analyse pupil progress information each term and at the end of each year. This enables us to identify any pupils who are not making the progress we would expect. These pupils are rapidly identified and additional strategies put in place so that their rate of progress can improve.
- Any trends are identified and acted upon for example additional training given in specific areas if necessary.

Reporting to Parents/ Carers:

Written reports are provided to inform parents, carers and other professionals.

These are:

- Annual review of Education, Health and Care Plans
- End of term reports.
- Advice written for Education Health and Care plans.
- Transition plans
- Photos and videos of progress/achievement shared via earwig and during EHCP Reviews.

Equal Opportunities

Alternative forms of communication will be used to enable all pupils to learn including signing, objects of reference, communication aids, switches, PODD books, PECs etc. Non-verbal communication, such as gestures, eye pointing or change in body tone may also inform assessments of pupils. Individual learning styles and behaviours must also be taken into account. Resistance or un-cooperative behaviour does not necessarily indicate an inability to carry out a certain task. Teachers may need to modify their approach or how work has been presented.

Pupils should be part of self-evaluation and should be enabled to give their views. Class staff are to give an honest representation of the pupil's perceived preferences and views.