

Introduction

Assessment of learner's progress is an important part of the work of the teachers and school. Through appropriate use of assessment, recording and reporting it is possible to obtain, collate and distribute the information gathered in a suitable way to the desired audience and to plan the most fitting curriculum for the class groups and specific learners.

Aims

- To provide up to date relevant information about the progress of learners in both the context of personal progress and progress as measured using appropriate standards and, where possible, compared with peers with similar needs.

Objectives

- To prepare a Next Steps record for each learner, following the agreed timescales, in line with the information discussed and agreed at the Annual Review of Education Health and Care Plan (EHCP) Meeting
- To monitor the learners Next Steps on an ongoing basis with a formal analysis of performance to be given at the Annual Review of Statement/EHCP Meeting and to report progress at two Parents Evenings (Spring and Summer) using Next Steps, Learning Journey and Developmental Outcomes
- To complete a baseline for every learner seven weeks after starting at the school, using the schools assessment document, drawn from the Bristol Differentiated Early Years Outcomes document, the statements for learners exceeding the Early Learning Goals, the pre National Curriculum statements and additional school assessment statements
- To complete ongoing assessment of all learners to inform teaching
- To formally assess all learners at three points each year against the school assessment document and summarise progression in the school Pupil Progress Review (PPR) document
- To ensure a summative record is kept demonstrating progress throughout the learners' time at the school
- To submit EYFS data on all Year R learners to the Local Authority (LA) in the appropriate return format
- To analyse the information from PPR meetings and triangulate this with IEP evaluations, summative assessment information in the learners Learning Journey or Learning Progress book/files, and information gathered during formal observations and learning walks
- To report to parents under statutory requirements
- To maintain an 'open door' policy with parents in terms of contact, to ensure that all parents are able to talk to the school over issues regarding their child

Implementation

Assessment

Assessment is the process of gathering information, which enables teachers to make judgements related to learners' achievements in order to plan appropriately and effectively for the next steps in learning. There are two types of assessment and each serves a different purpose.

Formative Assessment is ongoing assessment that happens on a regular basis in the classroom and monitors the progress a learner is making in their learning.

Summative Assessment is completed at the end of a unit of work, term, year and key stage in order to come to a judgement about a learner's performance.

The purpose of assessment is to:

- Find out what each learner knows, understands and can do
- Identify individual strengths and areas for development
- Inform the planning of the next step in learning
- Monitor progress and enable accurate reporting on achievement
- Support the setting of clear targets

At Cann Bridge assessment will be carried out as follows:

1. Daily in the classroom as an ongoing process.
2. For all new learners at the end of the first term in school (after seven weeks) to create a baseline, this will be supported by any received baseline information from other schools to develop a progression profile and set challenging, achievable targets
3. Termly when assessing progress towards meeting the Yearly Targets set with supporting evidence from the pupils' next steps progression
4. In terms 1, 4 and 6 when assessing learners' progress against the school assessment document
5. Twice yearly in PPR meetings with SLT and Governor scrutiny
6. Annually when assessing progress towards meeting Outcomes in the Education Health and Care Plan (EHCP)
7. Annually at Key Stage 4 and Post 16 for modules leading to accreditation in the ASDAN schemes of work
8. Through moderation of learners work to ensure consistency:
 - in school
 - across the LA

Recording

Records are kept to enable the School to demonstrate progress made by learners to a variety of audiences.

Class records

All teachers keep records on a daily basis by completing record books and/or teaching/observation sheets or by annotating work. This information is used to inform short term planning and target setting.

Learning Journey/Learning Progress Book/File

All learners have a Learning Journey (Phase 1) or Learning Progress book (Phase 2) or Learning Progress file (Phase 3), and the information in these documents demonstrates progress against IEP targets and development in key areas. These are maintained by the Key Person (EYs)/Learning Champions and monitored by the Class teacher and SLT.

Education Health and Care Plan Outcomes and Individual Education Plans

All learners have Outcomes, agreed by parents, the Local Authority and the school, in their EHCP.

The class teacher writes an IEP, which will support the learners' progress towards meeting the Outcomes in the EHCP.

The IEP targets are set annually and run from the start of the academic year, September to July and progress towards the Outcomes is reviewed annually at the EHCP Annual Review Meeting (AR).

The IEP is broken down into a series of small achievable goals, usually three in a year, and each goal is evaluated at the end of a two term period and the next goal is then agreed with parents. The outcome of the three goals should be the achievement of the IEP target.

When a learner changes classes or moves to a new school or adult provision all the relevant records are forwarded thus ensuring continuity and a basis for future planning. In addition, class teachers at Cann Bridge School meet together to exchange additional information.

My Plan

Each learner has a personal document, My Plan, in which all their information is stored and this supports the summative assessment information in the Learning Journey/Book/File.

Reporting

It is incumbent upon the school to report to a variety of audiences in an appropriate way. The school fulfils this in the following ways:

The Annual Review of Education Health and Care Plan (EHCP)

This meeting has statutory obligations to meet and is held in line with procedures in the SEND Code of Practice.

At this meeting the school will report to the parents on the progress the learner has made towards their Outcomes and there is discussion about whether new Outcomes could/should be set and the overall provision the school has made to meet the needs of the individual learner. This meeting is an appraisal of the learner, based on assessment and analysis of the information gained from assessment.

Parents Evening

In addition to the Annual Review meeting three Parents' Evenings are held which provide parents and staff with the opportunity to discuss the previous term's IEP and the new IEP targets set for the current term (sent home prior to the meeting) and any areas of progress or concern the parent may wish to discuss. The format of the parents' evening may vary but at all times parents are given the opportunity to raise any point in private with the teacher, appropriate professional or member of the SMT.

Learning Journeys

It is envisaged that the Learning Journeys completed in Stage 1 will by enlarge be complete documents and will be sent home at the end of the academic year. In Stage 2 it is probable that the Learning Book will not be a completed document at the end of the school year and so it will be maintained in the school until such time as it is complete and then sent home.

The Learning File is completed during Stage 3 and sent home at the end of the learners' time at Cann Bridge School.

EYFS Moderation

Cann Bridge School ensures the accuracy of the assessment information through a rigorous moderation process:

- Internal moderation within class teams and across curriculum stages
- External moderation, school to school on a termly basis
- Moderation of the EYFS profile during the summer term; training/agreement trialling sessions supported by the LA
- Formal external moderation from the LA on a four yearly cycle

ASDAN

During Stage 3, the learners complete modules of work leading to ASDAN accreditation. In KS4 the learners will work towards modules in the Transition Challenge framework and in KS 5 the learners work on the Towards Independence framework. ASDAN works in conjunction with our curriculum in order to best prepare our young people for their future. The required elements of the modules chosen meet the needs of each learner, enabling achievement in the areas of life skills, independence and work related learning. The School has a named centre co-ordinator who ensures that internal moderation is completed and once a year representatives from the school attend external moderation in order for modules to be approved; certificates are awarded following approval.

Arts Award

The Arts Award is a qualification accredited by the Arts Award body, TRINITY.

Internal assessment is completed by a trained Arts Award teacher at Cann Bridge and externally moderated by TRINITY.

Learners at KS4 complete the "Discover" award; they take part in different art activities, find out about the work of different artists and share their findings with others.

In KS5 learners have the opportunity to complete the Bronze award. This single-unit qualification encourages young learners to develop their enjoyment of the arts as both a participant and an audience member. Learners research an artist who appeals to them and all activities are logged in their Arts Portfolio.

The Arts Awards supports learners to enjoy the arts in different forms, encourages creativity skills and enables learners to achieve a National qualification.

Certificates are awarded once external moderation has been completed.

AQA

Learners in Phase 3 are able to follow an AQA syllabus to accreditation in Numeracy/Mathematics and Literacy/English if this is appropriate to their level of cognitive development.

OfStEd

The school receives inspection under the OfStEd inspection framework.

This policy will be reviewed in line with the school policy review schedule.

Signed.....

Date.....