

Assessment Policy

Introduction

Brookfields School is a special school for pupils aged 2-11 years providing a specialist provision for pupils with Autism Spectrum Conditions, Severe Learning Difficulties and Complex Needs. Brookfields caters for a wide range of pupils in terms of ability and learning style, and the assessments or measurements of progress used reflect this diversity.

Assessment

At Brookfields we believe that:

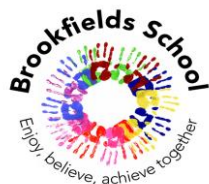
1. Assessment is a powerful tool in understanding individual pupils better and therefore being able to focus and monitor the teaching they need more effectively. Hence, assessment ultimately improves performance and raises standards.
2. Assessment is a continuous process and, although an important responsibility of the teacher, is carried out by all informed professionals supporting a child, e.g. support assistants, speech and language therapists and specialist occupational therapists. Most day-to-day assessments are based on frequent and informal tasks and questions, which give pupils the opportunity to demonstrate their knowledge, understanding and skills. What they can say or do is observed and interpreted and judgements are made about how learning can be improved. Observations also inform baseline assessments and subsequent target setting, B squared, IEP's, CHES, SCERTS assessments, the EYFS profile and teacher assessment judgements following DFE national guidance. Other assessments are formal and statutory such as the Y1 phonics screening.

The Purpose of Assessment

Assessment is used to monitor pupils' progress as well as being an integral part of teaching and learning, informing planning and target setting. It is not an end in itself but is used to help teachers to focus on the selection of short-term appropriate learning objectives, taking into account the life-long learning journey of individual pupils. Assessment informs all levels of planning for individuals and groups. Teachers should ensure that assessments carried out inform individual educational plans and that these in turn directly influence teaching and learning.

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence to decide where the pupils are in their learning, where they need to go and how best to get there considering previous rates of progress. Assessment gives a detailed picture of the pupil, identifies strengths as well as difficulties and ensures the appropriateness of programmes, specific resources, placement, etc.



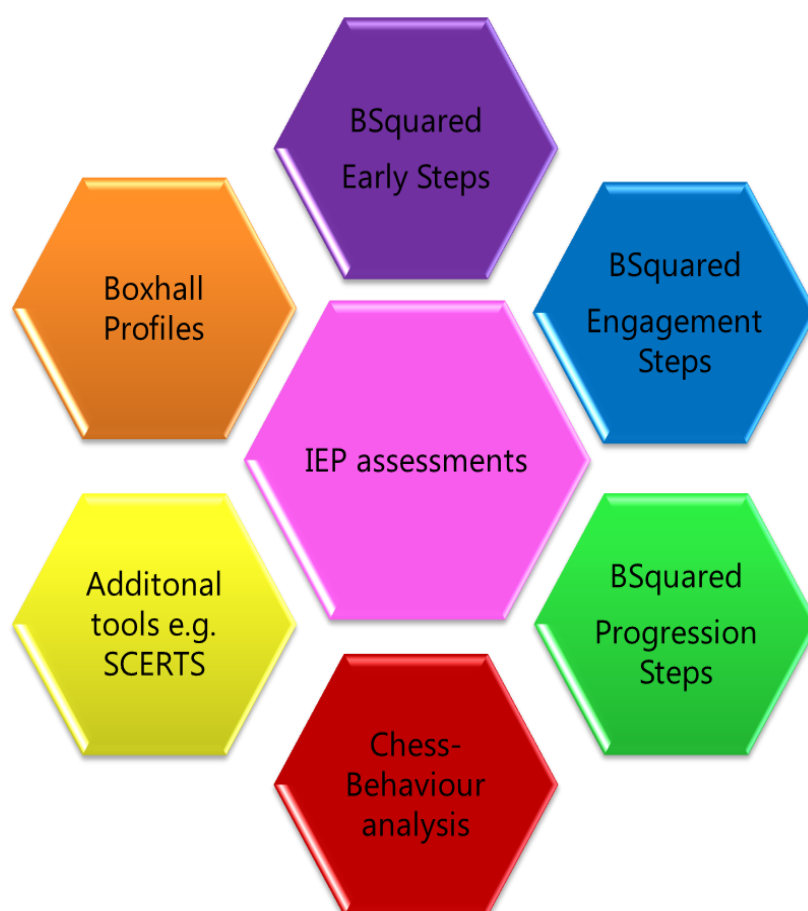
Assessment also gives a picture of how well the school is doing and gives direction in setting challenging targets for improvement. Assessments should be useful, not be overly time consuming, add to teachers' knowledge, and be of direct benefit to the learning process.

Statutory Obligations

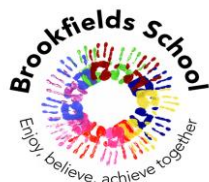
- EYFS profile
- Phonics screening test
- End of Key Stage teacher assessment
- Annual review of EHCP

Process

Assessment is bespoke to our pupils' individual needs. We use a range of assessment tools to assess learning and development from EYFS to Year 6:



Evidence of progress towards meeting EHCP targets is captured using Evisense. Each class also use a range of bespoke ways (individual to classes) to document pupil progress.



A timetable, which outlines key dates for assessments, target setting, termly pupil progress meetings and moderation is shared with staff termly.

B Squared

Each curriculum pathway is assessed through a different assessment tool;

Stage	Pathway	Assessment tool
Early Years Foundation Stage	Early Learners	Early Years (2012)
Key Stage 1 & 2	The Explorers	Engagement Steps
Key Stage 1 & 2	The Adventurers	Progression Steps

A pupil has achieved a complete level when the teacher and class team are confident that the observed achievements are regular and repeated in a different context, using the Brookfields criteria for mastery.

Formal and informal assessments cover aspects of knowledge, understanding, skills, attitude and behaviour. Progress is recorded on through B squared and can be tracked using a percentage of the level achieved.

In addition, for some pupils, the SCERTS model may also be useful in tracking progress.

Monitoring progress

Pupil progress meetings take place termly. The initial meeting is to agree individual targets using professional judgement and prior knowledge of individual pupils. A meeting is held in the Spring term to monitor how well pupils are progressing towards their targets, to identify those who may not meet targets and then to agree action. For some pupils it may be appropriate to have an additional meeting part way through the summer term in order to more closely monitor / amend strategies in place. For those pupils who have already met targets at this stage, additional targets are set in order to maintain the level of challenge.

In the Summer term pupil progress meetings take place again, to review individual progress and achievement compared against own targets. Information from these meetings is recorded on our internal tracking system.

Individual pupil transition data from nursery to primary; primary to secondary schools also forms part of the assessment process.

Individual Education Plans (IEP)

IEP targets are set using individual outcomes from Education, Health and Care Plans (EHCP). Class teachers consider the outcomes for end of key stage; these are then broken down into smaller steps to form termly IEP targets. Targets are set in the four areas of need:

- Communication and Interaction



- Cognition & Learning – two targets may be set if the pupil is engaging in subject specific learning
- Social, Emotional and Mental Health
- Sensory & Physical

These targets are reviewed termly, evaluations state whether the target has been either;

- Exceeded
- Met
- Not met/ Partially met- *where targets are highlighted as partially met or working towards; teachers record what has been achieved and highlight next steps for learning.*

IEP data analysis is fed back to the class teacher highlighting actions required where necessary. IEP evaluations, attendance and behaviour data is added to individual pupil trackers on a termly basis.

Entitlement at Brookfields

In addition to the statutory requirements, the following teacher assessments will also be carried out in school. (Other professionals may conduct their own assessments which contribute to those carried out by the teacher).

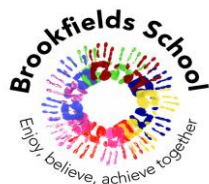
- Assessment using B squared assessment – half termly
- On-going assessment of IEP targets

Where appropriate for an individual child further assessment may include: -

- Communication and language skills – supported by Speech and Language Therapy Team
- Use of specific assessment tools such as SCERTS
- Behavioural assessment/observation – reflected in school-based LRT Behaviour Support Plans (Listen, Respond, Teach) or through additional assessment tools such as CHESS or those completed by external agencies
- Sensory difficulties – supported by the Specialist Occupational Therapist
- Medical needs such as hearing / visual impairment supported by relevant agencies

The Assessment Process at Brookfields includes:

- Review of EHCP
- Annual Review Reports
- Speech and Language Therapy Assessments / Reports
- Sensory Profiles / Occupational Therapy Reports
- Admissions form & discussions with parents / carers
- Individual Educational Plans and review of IEP targets
- B Squared / CHESS / SCERTS assessments
- Boxall Profile
- EYFS Profile
- Records of Achievement using Evisense as an online tool
- Termly Progress meetings between teachers and Assessment Lead / SLT
- End of Year Reports
- Parents Evenings



- Moderation (internal and external)
- Swimming assessments and awards

Assessment Techniques

Many options for assessment are available and can be used in combination. Teacher assessments backed up by evidence are as important as any formal test given and are ongoing throughout the year.

At Brookfields School a wide range of techniques are used to assess the holistic progress of our pupils including;

- Observation
- Questioning
- Marking of pupils' work
- Formal assessments
- Practical, written and oral assessments
- Discussions with, and reports from, parents/carers and other professionals
- involved, e.g., SaLT, Specialist Occupational therapy
- Photographic and video evidence
- Evaluations including informal conversation between staff in class
- Pupil voice

Pupils' Involvement in Assessment

At Brookfields we believe pupils should be involved in the assessment of their own work and progress as much as possible. When teachers state clearly what they want pupils to learn and why, the activity is given purpose and direction. Lessons start with the purpose of the activity being explained to the class. Thus pupils and staff supporting the pupils are told not only what they are to do but also why they are doing it and what they will learn from the activity. In the plenary session at the end of each teaching activity, pupils are brought back together as a group and given the opportunity to discuss what they have learnt in relation to the Learning Objective. For some pupils it will be more appropriate for the adults supporting them to give feedback.

The plenary also provides an opportunity to assess whether individual targets have been achieved, and to reward pupils, in line with the class's reward system.

When lessons conclude in this manner, they provide opportunities for regular, ongoing self-assessment, teacher assessment and target setting. All pupils are encouraged to be involved in self-assessment wherever possible by means of photographs, sharing learning objectives, IEP targets, comments on Annual Reviews etc, using appropriate spoken language, visuals or AAC that they can understand and use.



Assessment Resources

Brookfields School uses the B-squared assessment tool to support teachers undertaking curriculum-based assessments. These assessments are entered into the school's internal EXCEL tracking system. This system then identifies pupils who have met, exceeded, are working towards their targets. This information is discussed during pupil progress meetings and informs the school's data analysis. Data analysis is shared with the Senior Leadership Team and Academy Councillors.

Other assessment tools such as CHES, SCERTS and the Boxall Profile are also available and track additional elements of progress e.g. behaviour, communication and emotional health.

Moderation

The purpose of these moderation meetings is to moderate judgements and for staff to feel secure within their judgements when levelling pieces of work. The meetings also provide a forum for professional discussion. A subject focus is identified for each term, in consultation with the school's Improvement Plan, as part of a rolling programme of ongoing moderation of work. All staff are involved in moderation meetings and this provides a valuable opportunity to develop all staff knowledge of the assessment process and levels.

External moderation of pupil's work takes place as part of the Halton Special Schools Consortium, Cheshire Special School Consortium and the Consortium of Merseyside SLD Schools. Examples of pupil's work are gathered from individual schools and levels are agreed within each working party. Examples of work from each school are submitted and are collated in a portfolio of moderated work of which each school has a copy.

Reporting to Parents

Parents are informed of their child's progress in several ways:

- Targets related to broad objectives on Education Health Care plans are reported on the Annual Review document. These targets inform pupil's Individual Education Plans (IEPs) are set and agreed with parents at the Annual Review meeting
- Annual written reports of pupil progress are sent home during the summer term

Equal Opportunities

The assessments chosen for use within the school reflect the diversity of need across our cohort of pupils. Assessments used are fully accessible to those children who may be non-verbal or who are developing their understanding of spoken English. Resources used during the assessments should reflect the cultural diversity of pupils and families and interpreters and translations will be provided when needed. Where pupils have significant speech and language difficulties, sensory impairments or physical disabilities, alternative means of communication such as signing, electronic communication aids, switches etc, may be used. Non-symbolic communication – such as gesture and eye-pointing may inform assessments of pupils at the early developmental stages. Teachers also take account of individuals' learning styles, behaviours etc., as resistant or un-



cooperative behaviour does not necessarily indicate an inability to perform a certain task and teachers would then modify their approach /choice of assessment methodology.

Monitoring and Evaluation

The effectiveness of the assessment policy and practices at Brookfields will be monitored and evaluated by the Senior Leadership Team. This policy will be reviewed and updated annually in line with DFE legislation, school practice and wider SET (Shaw Education Trust) principles.

Policy reviewed: October 2019

Emma Leach