



# Brays School

## Assessment Policy

<b>Date of Adoption:</b>	June 2023
<b>Approved by:</b>	LAC
<b>Review date:</b>	June 2025 (or sooner as required)

## **Introduction**

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates the vision, values and aims for assessment when using an adapted curriculum and the specialised approaches required for teaching the pupils at Brays School.

Due to the adapted curriculum at Brays School, which is a broad and balanced approach that identifies and meets the variety of needs of our pupils, the curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects to learning. Therefore we have adapted and created assessment systems which accurately and meaningfully allow us to support the progress of our all pupils.

## **Rationale for our assessment systems**

In October 2017, The Rochford Review of statutory assessment for pupils working below national standardised testing set about listing a number of different recommendations. These recommendations were to ensure that pupils working below these levels can demonstrate attainment and progression within schools. In September 2017, the Government responded to the Rochford Review, the main change being the removal of some P-levels by 2018-2019 academic year.

‘The commission encouraged schools to make the most of the freedom to develop their own approaches to assessment and explore new methods of recording assessment information’ (Final report of the commission on assessment without levels)

From September 2021, the use of the Engagement Model became statutory for pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. Schools are expected to report to DfE which pupils are assessed using the engagement model for KS1 and KS2.

The Engagement model is to be used in conjunction with a school’s existing planning, assessment and recording systems to provide a flexible, holistic assessment for these pupils.

## **Context**

Brays School is a special school for pupils aged from 3 to 11. We have pupils across the age range. At Brays, we support pupils with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Autism (ASC) and children with Complex medical/ physical needs. All pupils at Brays School have an Education Health Care Plan (EHCP).

We appreciate that all of our learners are unique and are at very different starting points within their academic journey. They all need different learning targets to develop their skills at different points. That is why no one single assessment tool fits our pupils. The assessment frameworks must be flexible to meet the need in recording a pupil's individual strengths and the next steps needed to progress.

The assessment pathways at Brays School vary depending on which Curriculum Journey the pupil is on. The Pathway a pupil is assessed upon is decided on an individual basis and should support the learner in noting meaningful achievement within school and the wider school community. We believe that the assessment of pupils' achievements and progress should be a story of how much an individual pupil has achieved in any given time period, e.g. a term, a year, a Key Stage and their overall time at Brays School.

### **The Brays Curriculum Statement**

Brays' School's curriculum centres around three pathways for learning, Pre formal, Semi Formal and Formal. Pathways are not defined by age or key stage but by pupils' needs and achievement: pupils may therefore move from one pathway to the next at any point in their school career. Each pathway covers skills, knowledge and understanding across a range of learning opportunities. All EYFS pupils follow the educational programmes set out within the Framework for the Early Years Foundation Stage. Appropriate modification and differentiation is implemented in order to meet the special educational needs of individual pupils. A co-ordinated multi-sensory approach to many subject areas enables pupils with higher levels of difficulty to develop and consolidate skills through a breadth of appropriate focused experiences and activities. Autism specific approaches are used where appropriate.

Progress is continuously monitored and all children receive a broad and balanced programme of activities appropriate to their age, aptitude, ability, entitlement and special educational needs.

An emphasis is placed, where appropriate, on learning activities which will establish the prerequisites of more formal education and lead on to the programmes of study of the National Curriculum. In addition to this, the whole pattern of school life serves as a vehicle through which children learn to develop the communication, self-help and mobility skills to enable them to reach their full potential towards functional independence.

### **Aims**

The main aim of assessment is to help children progress and develop in their learning:-

- a) By providing feedback on engagement and performance that will inform future learning;
- b) By recognising, valuing and recording achievement;
- c) By identifying areas of need and developing appropriate strategies to meet them.

At Brays school we are committed to our pupils making the best possible progress within the context of their personalised learning objectives and EHCP focus. The four key areas of each pupils' EHCP form the basis of priorities for pupil provision. Cognition and Learning, Communication and Interaction, Sensory and Physical and Social and Emotional skills are addressed through one of the three pathways.

**The National Curriculum:-** Pupils' attainment in the core subjects of the National Curriculum [English, Reading and Writing, Mathematics] is assessed nationally and procedures for modifying the various assessment arrangements or disapplying children from the National Curriculum are available.

**Annual Reporting to Parents:-** In addition schools must keep an annual record of pupils' progress in all areas of the National Curriculum and report to parents each summer.

**Education, Health and Care Plans (EHCPs):-** Annual Reviews of the child's EHCP are in place.

**Re-assessment:-** Parents may request a formal re-assessment of their child's special educational needs.

## **Planning**

**National Curriculum:** - Assessments are conducted according to directions issued annually to schools by the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE), this includes, Reception Baseline (RBA), EYFSP, Y1/2 Phonic Check, Y4 Multiplication test, End of KS1/2 assessment, SATs.

**Annual Reviews:** - Education, Health and Care Plans (EHCPs) are reviewed annually. The Review process will be completed in line with the dates of completion of the EHCP.

**Individual Education Plans:** - An Individual Education Plan (IEP) is drawn up for each child and reviewed on a bi-annual basis. A copy of each IEP is circulated to parents who are asked to work with their child on elements at home and to contribute to a discussion about it on a regular basis. IEP targets are written to coincide with outcomes identified for each child on their EHC plan. These are worked upon daily within classrooms and discussed with class staff as appropriate at regular consultation meetings.

**Monitoring Progress:** - When children are admitted to the school, a baseline of their knowledge, skills and understanding is established against which all progress can be measured. A baseline against our Assessment Pathways are carried out.

**Attainment** is monitored continuously as children progress our Assessments Pathways. These Pathways have been collated using a range of National and Local assessment materials including, Statutory Framework for EYFS, Pre Key Standards, The Engagement Profile and the National Curriculum Programmes of Study.

Data on progress is collected termly with achievement towards Expected and Exceeding Expected Progress from pupil's individual starting for the end of year and key stage for each pupil used as a marker to update planning and interventions.

Data is collated annually and the information used to inform planning and set meaningful targets for each child. Pupils across the school are assessed throughout the year and progress towards expected and ambitious exceeding expected level targets is measured against their individual starting points. This process is supported through an electronic tracking tool.

Achievement and progress of pupils in EYFS working through the Development Matters is monitored through small-steps of achievement embedded within their assessment pathway. Analysis and identification of what constitutes 'good and better' progress for these pupils from various starting points is undertaken.

Across the curriculum, achievement and progress, including English and Mathematics, is measured for each year group aiming to develop excellent knowledge, understanding and skills to enable them to make substantial and sustained progress considering their different starting points. Ambitious targets are set to aim for disadvantaged pupils and pupils who have special educational needs and/or disabilities to make progress above average across nearly all curriculum areas.

The progress across the curriculum of key groups currently on roll is measured termly and analysed at least annually and aims to match or improve towards that of other pupils with the same starting points.

Lateral progress is evidenced for pupils with the highest level of difficulty and contributes towards the acknowledgment of small-steps progress aiming to be in line with or exceeding national expectations over time. The Engagement Profile and Pre-Formal Assessment Pathways are used together to assess these pupils.

For some pupils with life-limiting medical conditions or who may have a degenerative condition progress is measured termly and analysed at least annually and aims to maintain skills and extend these wherever possible and to find alternative means of access to the curriculum and the measurement of achievement.

For all pupils, achievement in and assessment of progress in those areas of skill and knowledge most crucial to their lives and futures will be a focus alongside the National Curriculum.

Pupils are individually assessed and given the additional means to enable them to articulate their knowledge and understanding clearly in an age-appropriate way according to the additional needs their SEND present. Progress is our Assessment Pathways as appropriate to each individual pupil.

Pupils' reading is assessed against our Assessment Pathways. In addition, reading accuracy and comprehension is measured through PIRA and Salford Reading tests for the most-able pupils to assess progress and inform future planning aiming to ensure progress is in line with or exceeds age-related expectations and moves to diminish the difference between pupils with SEN and their mainstream peers.

Phonic knowledge is assessed using separate Read, Write Inc. assessment tools.

Our School acknowledges that each child is an individual and that his/her specific education needs may or may not be accompanied by being identified as 'disadvantaged'. Pupil Premium is used to diminish the difference between progress and achievement of pupils as individuals and as a group. The aim is to diminish any difference between those disadvantaged pupils and their peers with similar starting points and where there is no difference or those disadvantaged pupils' progress and achievements exceeds their peers Pupil Premium is used to best facilitate learning and progress for pupils with reference to their particular specific education need. We compare data between different SEN groups to ensure no group is disadvantaged.

**Formal Re-Assessments:-** Formal re-assessments of special educational need are co-ordinated by the Local Authority.

### **Forms of Assessment**

The assessment process is undertaken by appropriate professionals using a wide variety of assessment techniques ranging from observation to formal standardised tests.

Teacher assessments are made through ongoing marking and annotation of work carried out by all staff members in each class for the child or group with whom they are working.

Reading accuracy and comprehension is measured through the PIRA and Salford Reading test for the most-able pupils to assess progress and inform future planning aiming to ensure progress is in line with or exceeds age-related expectations and moves to diminish the difference between pupils with SEN and their mainstream peers.

Progress in Self-help and Independence skills is monitored and pupils are encouraged to set their own targets wherever possible.

### **Time**

An appropriate amount of time is allocated to the various assessment processes required for each child. Planning, Preparation and Assessment time is provided for teaching staff and this may be used in part for recording progress, writing reviews or reports.

### **Recording**

Day to day records are maintained by individual teachers so that they can manage the curriculum and monitor the progress of each child.

More formal records are kept on standardised forms produced by the school, the Local Education Authority or the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE) depending upon the nature and purpose of the assessment being undertaken. This includes Standardised Assessment Tests (SATs) for pupils where this is appropriate.

### **Reporting**

Information obtained from each assessment is reported to the appropriate person, an annual report indicating progress/attainment is issued to parents in line with the statutory assessment, and reporting requirements (see section 3). Parents are encouraged to discuss the progress of pupils through a range of formal and informal opportunities created each year by the school.

