

Wren Spinney Community School

Assessment Policy



Page 1

<i>Approved by:</i>	<i>LGB</i>
<i>Approval Date:</i>	<i>September 2020</i>
<i>Last Review Date:</i>	<i>September 2020</i>
<i>Next Review Date:</i>	<i>September 2022</i>

Intent

At Wren Spinney we believe that assessment is an essential process for ensuring that students have appropriate learning opportunities that enable them to progress towards becoming:

- Successful Learners
- Confident Individuals
- Responsible Citizens

Assessment of learning is essential to identify and celebrate success whilst enabling the next steps of learning to be considered for planning purposes. Assessment is used to improve students' learning and is active, ongoing and carried out alongside students. Where appropriate, students are involved in self-assessment and peer assessment.

Implementation

The school follows a holistic approach to assessment as we recognise that the parts of something are intimately interconnected and explicable only by reference to the whole. This will allow our pupils to build towards knowing more, remembering more and being able to do more.

Assessment takes place by the use of the 'Evidence for Learning' (EFL) software which has been individually tailored to the needs of the school and is referenced to as the Holistic Assessment Framework (HAF).

The main school is broken down into 3 cohorts; sensory, collaborative and structured. The HAF is split into 10 separate areas relating to these cohorts, this is shown in Figure 1 over the page.

1. EHCPs (MAPP)
2. Developmental (Engagement Model Indicators)
3. English
4. Maths
5. Skills for Life
6. AET
7. SMSC and British Values
8. Preparation for Adulthood
9. 6th Form Accreditations
10. Virtual Record of Achievement (Tags) - Wow Moments

Through the delivery of the curriculum and the HAF; the school promotes the pupil's exposure to and development of Cultural Capital. 'It is the essential knowledge that pupils need to be educated citizens, introducing them to be the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

The Framework focuses on:

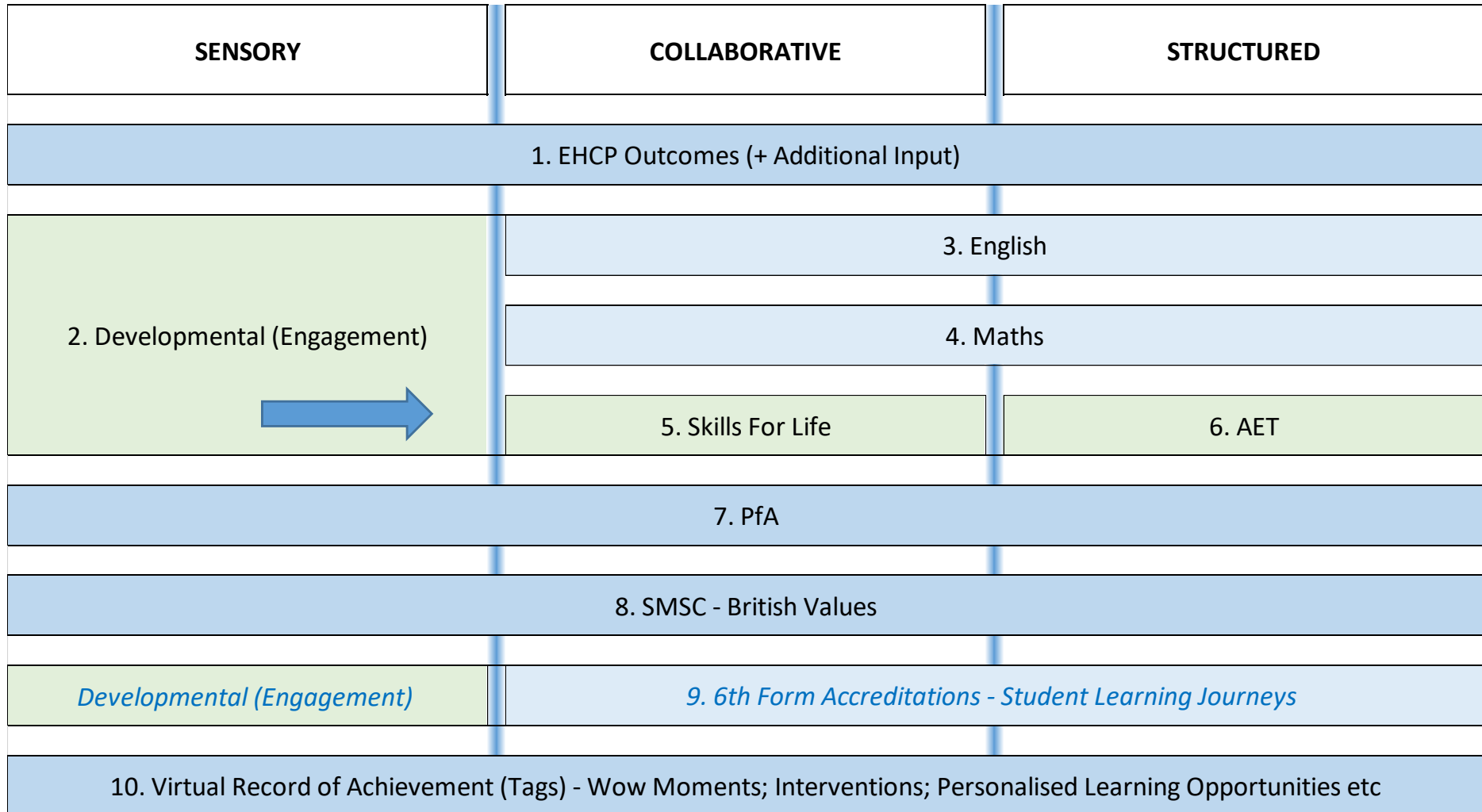
- What is the pupil learning?
- How is the pupil communicating?

Assessment covers the Curriculum covered by the Main school and 6th Form shown below as well as linking to Interventions and Personalised Learning. Please refer to Wren Spinney Curriculum Policy. Pupils follow the main school curriculum in Years 7 – 10 and are in the 6th Form for Years 11-13.

Wren Spinney Community School Assessment Policy



Figure 1 - Wren Spinney Holistic Assessment Framework (HAF)



Wren Spinney Community School

Assessment Policy



1. EHCP Outcomes

Each pupil at Wren Spinney has an EHCP with individual outcomes personalised to their future development. These outcomes are worked towards and updated throughout their time at the school. The progress towards each Outcome is recorded in EFL in the following way:

Communication & Interaction (The area of development relating to the Send code of practice. I.e. Cognition & Learning, Sensory & Physical)

E1: (The Outcome from the EHCP that is being worked on.)

Annual Target (2020-21): (The success criteria being worked on for the year towards the Outcome)

- Autumn 2020 termly step: (The termly short-steps that are being worked on; these steps are reviewed at the end of each term prior to the next termly short-step being set.)
- Spring 2021 termly step:
- Summer 2021 termly step:

In EFL Each termly step is tracked using the *MAPP* Continuum of Skill Development.

The teacher writes an EFL Professional Statement at the end of each term that is an update against the Outcome. This update is used as part of the Annual Review process.

MAPP (*Mapping and Assessing Pupil Progress*)

The MAPP assessment tool considers the 4 areas of progress below:

- **Independence:** Learners complete tasks independently - *Can they do it on their own?*
- **Fluency:** Learners reach a level of mastery combining speed and accuracy - *Are they getting better at it?*
- **Maintenance:** Learners maintain competency over time through repetition. They remember after a break - *Can they do it more often? Are they more reliable?*
- **Generalisation:** - Learners achieve mastery in different settings or contexts, with different stimuli or with different staff - *Can they do it with different people or in different places?*

These progress areas are individually considered against a 10-point scale; when starting a termly step the pupils' ability is baselined and reviewed regularly over a term. The descriptors are broken down into the following levels: Entering 1-2, Developing 3-5, Securing 6-8 and Mastering 9-10.

Please refer to the MAPP Continuum of Skill Development for more details.

Learning Continuum

The learning continuum is a non-numeric progress indicator that enables assessment to be linked to the understanding of the pupils. This is broken down into 4 levels of understanding and is ranked on applicable evidence gathered:

- Experienced
- Supported
- Independence
- Generalised

Wren Spinney Community School

Assessment Policy



2. Developmental HAF

The developmental framework is for lower level cognitive learners who are not yet able to take on board the skills and subject specific knowledge of the English, Maths and Skills for life HAFs.

The Development HAF is a linear framework that is broken down into 4 areas; for each of which milestones must be completed prior to moving onto the next level. Each area covers Personal, Physical and Communication targets with Object Permanence being covered as part of Proactive. The Learning Continuum is only covered as part of the Proactive area.

- Reflexive
 - Reflexive Milestone 1
- Reactive
 - Reactive Milestone 2
- Responsive
 - Responsive Milestone 3
- Proactive
 - Proactive Milestone 4
 - Proactive Milestone 5
 - Proactive Milestone 6
 - Proactive Milestone 7

N.B. For the English, Maths and Skills for Life HAFs the pupils learn skills within the different subject areas; these skills are assessed using the 'Learning Continuum'. For 'more-able' pupils there are milestones available that look to develop more subject specific knowledge. Prior to working on milestones pupils must be able to independently complete the majority of skills and show the ability to generalise these skills. However, as a school we are aware that pupils will have wide varying abilities forming 'spikey profiles'.

3. English HAF

The English HAF Curriculum is broken down into 3 areas of assessment:

Communication (Speaking and Listening)

- To communicate
- To communicate (Word Levels)
- To listen carefully and understand
- Milestone 1
- Milestone 2

Reading

- To use sounds and phonics
- To read words and understand texts
- Milestone 1
- Milestone 2

Writing

- To mark make, form letters and develop writing skills
- Milestone 1
- Milestone 2

Wren Spinney Community School

Assessment Policy



4. Maths HAF

The Maths HAF is broken down into 5 areas of assessment:

Number

- To know and use numbers
- To calculate (Part 1)
- To calculate (Part 2)
- To use data Information
- Milestone 1
- Milestone 2

Shape

- To understand the properties of shape
- Milestone 1
- Milestone 2

Measure

- To use measure – Time, Length/Height, Mass/Weight, Capacity and volume, (Standard units of measure)
- Milestone 1
- Milestone 2

Position, Direction and Movement

- To describe position, directions and movement (Mathematical Vocab: In, on, under, beside, behind, in front of, between, above, below, forwards, backwards, sideways, across, along, through, towards, away from, over, inside, outside, far, near, first, last)
- Milestone 1
- Milestone 2

To Discriminate and Sequence

- To discriminate (link to shape, size, colour, tactile)
- To sequence inc pattern

5. Skills for Life

The Skills for Life Curriculum is broken down into 2 areas of assessment:

The World Around Us

- To enquire: to enquire using various methods, media and sources
- To consider: compare, interpret and consider different types of evidence from a range of sources
- To communicate: present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques
- To respond: respond to and discuss alternative viewpoints in order to take informed and responsible action
- Citizenship – To Investigate (Please not this is not a milestone and should be completed at all levels of the Skills for Life HAF)
- Religious Education Milestones

Personal and Physical

- Personal Growth
- PSHE Milestones
- Physical Milestones

Wren Spinney Community School

Assessment Policy



6. AET

The Autism Education Trust (AET) have an interactive assessment tool for children and young people on the autism spectrum in specialist schools and post 16 settings. This has been designed to support staff in identifying learning priorities and measuring progress in areas that fall outside the national curriculum. Wren Spinney use this framework with their Autistic pupils within EFL.

7. PfA

The Creative Tomorrow Trust is developing a Preparing for Adulthood Framework that is focussed on the acquisition of skills that pupils require for the future. The skills are set against age related developmental milestones:

- Encountering 0-4
- Engaging 5-7
- Exploring 8-11
- Initiating 11-16
- Reflective 16-19
- Application 19-25

Across the four areas of PfA:

- Employability
- Friends, Relationships & Community Inclusion
- Health
- Independent Living

It is recognised that Wren Spinney pupils will be working towards the earlier levels of this framework. I.e. Encountering and Engaging skills

8. SMSC – British Values HAF

The Spiritual, Moral, Social and Cultural and British Values HAF is broken down into different parts under these two headings. Pupils experience these through the delivery of the Curriculum as well as specially planned events and themed activities.

Spiritual, Moral, Social and Cultural

- Spiritual Development
- Moral Development
- Social Development
- Cultural Development

British Values

- Democracy
- Tolerance of those of different faiths and beliefs
- Mutual Respect
- Individual Liberty
- Rule of Law

Wren Spinney Community School

Assessment Policy



9. 6th Form Accreditations

The 6th Form will continue to work on the applicable elements of the HAF. EHCP Outcomes are also focussed towards life after school and key areas of PfA are considered depending on the next steps planned. Work Experience and Community Experiences are a key part of the 6th Form curriculum. These can be evidenced using 'Tags' (refer to number 10 of the Holistic Framework) as well as directly linked to the HAFs. In addition, students are assessed within their Equals accreditations and ASDAN. If a student is identified as needing an additional accreditation this will be written in their individual student 6th form planner.

10. Virtual Record of Achievement (Tags) - Wow Moments; Interventions; Personalised Learning Opportunities etc

Wren Spinney recognise that there are moments where pupils experience 'Awe and Wonder' or achieve 'breakthroughs' that are not necessarily linked to a specific part of a framework or curriculum or if they are, are worth celebrating in their own right. These are moments that will stay with the children and the school looks to record these as 'Wow Moments' and are revisited during Annual Reviews and when a pupil leaves the school.

EfL Tags enable evidence experiences to be linked together and then searched for via filtering – for example all evidence related to Work Experience or Volunteering can be found. This allows evidence to have even further personalisation for every pupil.

Impact

The Holistic Assessment Framework allows personalisation of Assessment as is applicable to the pupil. There is flexibility within the process; for example, a sensory pupil can follow English and Maths HAFs if they are capable and a pupil in a structured class may have to start with the Developmental HAF prior to being able to acquire English and Maths skills.

Skills may be quickly acquired or may take years; these can be shown via the HAF and allows the curriculum to be developed and adapted to needs and aspirations. This enables a deep body of knowledge to be shown and can be realistic as well as ambitious. The adaptability of the Framework allows an understanding of learning and builds a picture of the capability of the pupil meaning that the curriculum can be coherently sequenced for them.

The main focus for the Framework starts with the EHCP Outcomes which are assessed using MAPP and by using EfL can be tracked to ensure Outcomes are improving.

N.B. EfL is the overriding Assessment system used in school however in regards to marking; verbal feedback is giving to pupils (or via their primary form of communication) as we believe that each child needs constructive feedback which focuses on success and improvement needs, especially to celebrate achievements. Where pupils are able to complete written work or a physical piece, this work is annotated or marked as appropriate and a record made on EfL.