Assessment Processes and Policy

Brooklands School.

Written by: **Approved by:**	Darren Barham	**Date:** 25.03.21
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1. Aims

Brooklands school has a diverse community of learners with Complex Needs. We recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of our pupils. All pupils' at Brooklands 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 learning journeys. They all need different learning targets to develop their skills at different points. We use a pupil centered approach to assessment, pupils' EHCP shapes the individual assessment measures used to monitor progress. Every pupils' progress in Brooklands is measured and recorded on their own learning journey and personal learning goals.

The aim of assessment process is to ensure that all learners have the opportunity to engage in personalised progression with challenge. Our method for assessment and evaluation of learning is a mixed approach of proportionate and well-grounded quantitative assessment information alongside a chronology of observational narrative that supports assessment judgements.

2. Formative assessment

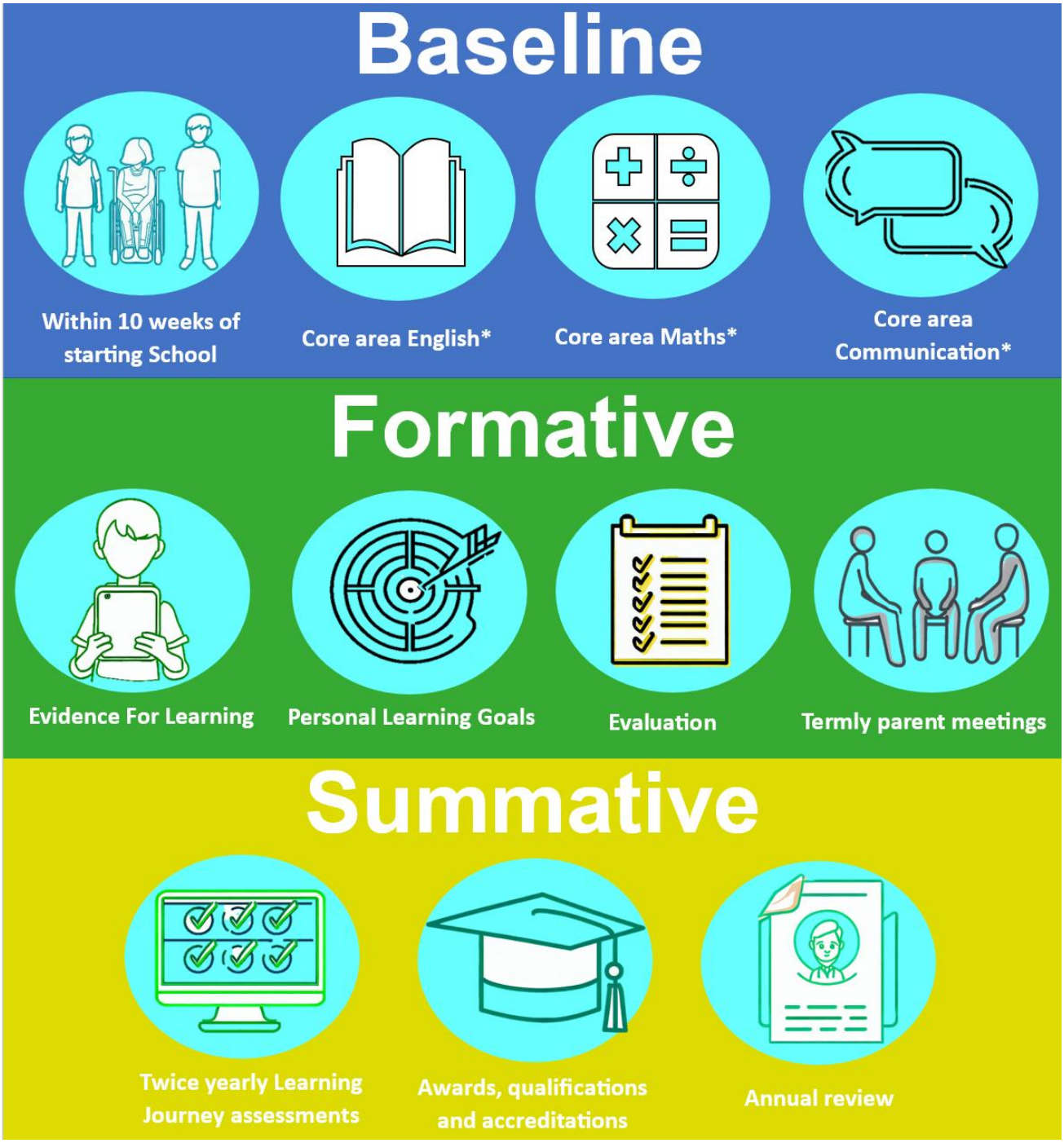
Formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular, skills, topics or concepts and to plan future lessons accordingly. It can also help some learners to measure their own strengths and areas for development.

At Brooklands we ensure formative assessment is actively used for reflective enquiry to inform approaches to teaching and learning. As well as reflecting during sessions, every class team is trained on capturing evidence of learning activities to analyse as a team through the 'Evidence for Learning' (EfL) system. This sits within a cycle of 'plan-do-review' to promote meaningful and challenging learning that is tracked in line with the targets of every pupil's individual EHCP, 'Personal Learning Goals' and their 'Learning Journeys'.

3. Summative assessment

Summative assessments offer a snapshot in time of pupil performance. They test if pupils can do more, know more or understand more than they could previously. They will provide leaners and or class teams with information about how well they have learned and understood a topic, skill or course of work taught over a period of time and where appropriate providing feedback on how they can continue to improve. Assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-

school assessments to evaluate both pupil learning and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. Summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. The large majority of our pupils do not take part in Nationally standardised assessment tests. From the age of 14, all pupils embark on a range of qualifications and accreditations which is outlined in section 8.



4. Learning Journeys

Each pupil follows an individual learning journey. EHCP targets are central to this learning journey. These targets inform the Personal Learning Goals (PLGs). During the Annual Review process, and throughout the year, we work closely with families to ensure all targets are inspirational and meaningful. These are recorded as (PLGs) and progress monitored against these in Evidence for Learning (EfL).

Formal assessments use a range of Learning Journeys which encompass academic learning, social emotional and sensory development and a range of specialist interventions.

Main Pathways

All learners will be following one of these pathways:

Learning Journey	Age Range	Need
EYFS Developmental Journal	EY	All
Footsteps	All age	Complex Needs
Stepping Out		
Pacers	Primary and Secondary	SLD and MLD
Strides		
Milestones	Post 16	SLD
Steps to Success Entry		MLD
Steps to Success Level 1 and 2		

Personalised Additional Pathways

Some learners (particularly Yellow to Violet pathways) may also have one or more of these additional Journeys:

Learning Journey	Age Range	Need
Marching On (Independence skills)	All age	MLD and SLD
Flightpaths	Primary and Secondary	MLD and SLD

See Appendix 1: Brooklands Assessment Map

The learning journeys work on the same principal of increasing points with increasing progress. However, this does not need to be liner progress. Any Step of progress can be celebrated and accounted for. Pupils progress on their learning journey is individual and may be spiky or have gaps.

See Curriculum Pathways for more detailed information on pathways.

5. Assessment observations

The quantity of observations and evidence that a pupil has will vary, but the majority of pupils could have several weekly records. The range of evidence that can be used to record a pupils' individual progress can come in many forms, including but not limited to:

- Short annotation from the adult working with the pupil preferably alongside a video or photo showing pupils can do more, know more or understand more
- work completed by the learner
- Observations from visiting professionals e.g. Physiotherapist

For most learning observations staff teams will link this to the pupils EHCP and PLGs and or one of their learning journeys. This will help them to analyse effective teaching and learning and possible next steps. Staff teams may also tag area of need, subject or area of learning so themselves and others can easily track learning over time, reflect on good practice and pedagogy and show a pupil's journey. Additional assessment against observed learning behavior is to be made for pupils on Footsteps and Stepping Out learning journeys.

6. Collecting and using data

Assessment is an ongoing daily activity at Brooklands. However, there are two set dates each term where data is collected for each pupils learning journeys. These dates are set at the start of the academic year. The information from these will be analysed and along with a basket of other indicators will form part of the discussion for pupil progress reviews. This process will help form the 'plan-do-review' cycle. All new pupils will be baselined using any previous attainment information, discussion with parents and multi professionals and using class staff professional judgements.

7. Plan Do Review

Assessment at Brooklands is organised in a cycle of 'plan- do-review' throughout the school year. Assessment and evidence are moderated and quality assured regularly for review and feedback. Assessments are completed electronically using Evidence for Learning (EfL) and breakdowns of progress are viewed on the insights platform which is the analysis and evaluation element of the Evidence for Learning (Efl) package used by the school. These help inform pupil progress meetings which feed into learning conversations and class visit cycles and help make recommendations for interventions, support, further planning and to highlight best practice.

See appendix 2 Brooklands Plan Review do Cycle

8. Qualifications and Accreditations

The intent of qualifications and accreditation is to help learners progressively build upon their knowledge and skills and to celebrate their learning achievements at their relevant age and stage. Qualifications and accreditation courses help pupils achieve their next steps in their learning, provide motivation and help meet specifications for employment, further education and preparation for adulthood.

Pupils at Brooklands will mostly follow the progression model **See appendix 3 Brooklands Progression Model.** However, this model is flexible to meet the individual needs of pupils and they may follow different personalised pathways or aspects of different pathways. In addition to this Brooklands learners may also do courses for other qualifications relating to their 'Dreams Wishes and Aspirations' set out in their ECHP these may include but not limited to; GCSEs, Arts Award, Sports Leaders, Food Hygiene and First Aid.

9. Reporting to Parents

EfL allows us to give parents access to their child's learning journey. They can see records, observations and reports of their child. We encourage parents to make comments and to upload their own evidence taken at home to celebrate achievements and contribute to their learning journey. Reports to parents are given verbally at parents three times a year in the autumn and spring term and summer term. This is an opportunity for parents and class staff to discuss pupil's achievements so far, discuss their next steps and agree new targets for their Personal Learning Goals linked to the EHCP. A comprehensive written report and review process happens each year at EHCP annual review meeting, and this is where new / existing targets are agreed and evaluated. A short written report along with progress is provided for each learner at the end of the summer term.

10. Training

All teaching staff will be provided with a copy of this policy and it will form part of the induction program. In most staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. Continuing professional development may take various forms including the provision of direct face to face training and online training. The school leadership team will ensure that best practice is shared and will endeavor to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

11. Links with other Polices

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Non-examination assessment policy
- Examination contingency plan
- Curriculum Pathways

Appendix 1: Brooklands Assessment Map

<table>
<tr><td colspan="5" rowspan="2">Brooklands
Learning Journeys</td><td colspan="2" rowspan="2">Qualifications</td><td rowspan="3">Step</td><td rowspan="3">National Curriculum Year Expectations</td></tr>
<tr></tr>
<tr><td colspan="2">Personalised Additional Pathways (all age)</td><td>All Pupils</td><td colspan="3">Main pathway</td><td>Key Stage 4</td><td>Post 16</td></tr>
<tr><td colspan="2"></td><td rowspan="13">PLGS</td><td>EYFS</td><td colspan="2">Year 1 – Year 11</td><td>Post 16</td><td rowspan="2"></td><td rowspan="2"></td><td>1-3</td><td></td></tr>
<tr><td colspan="3">Footsteps</td><td rowspan="2"></td><td rowspan="2"></td><td>4</td><td></td></tr>
<tr><td rowspan="12">Marching On
(Independence)</td><td rowspan="12">Flightpaths</td><td colspan="3">Stepping Out</td><td rowspan="3">Personal Progress Entry 1</td><td rowspan="3">Towards Independence</td><td>5</td><td></td></tr>
<tr><td rowspan="3">EYFS</td><td rowspan="3">Pacers</td><td rowspan="2"></td><td>Milestones 5-8
(Adult Basic Skills Pre Entry)</td><td>6</td><td></td></tr>
<tr><td>7</td><td></td></tr>
<tr><td rowspan="3"></td><td rowspan="5">Strides</td><td rowspan="6">Steps to Success Entry level</td><td>8</td><td></td></tr>
<tr><td rowspan="3">Entry Level Certificates Level 1</td><td rowspan="3">Entry 1 Functional Skills Employabilty</td><td>9</td><td>Foundation Stage</td></tr>
<tr><td>10</td><td rowspan="3">Year 1</td></tr>
<tr><td>11</td></tr>
<tr><td rowspan="4"></td><td>12</td></tr>
<tr><td rowspan="3">Entry Level Certificates Level 2</td><td rowspan="3">Entry 2 Functional Employabilty</td><td>13</td><td rowspan="3">Year 2</td></tr>
<tr><td>14</td></tr>
<tr><td rowspan="3"></td><td>15</td></tr>
<tr><td rowspan="3">Entry Level Certificates Level 3</td><td rowspan="3">Entry 3 Functional Employabilty</td><td>16</td><td rowspan="3">Year 3</td></tr>
<tr><td>17</td></tr>
<tr><td rowspan="3"></td><td>18</td></tr>
<tr><td colspan="3">Invisible Bridge</td><td>19</td><td rowspan="3">Year 4</td></tr>
<tr><td rowspan="4"></td><td rowspan="4">Steps to Success Level Foundation (Level 1) and Higher</td><td rowspan="2">GCSE 1</td><td rowspan="4">Level 1 Functional Employabilty</td><td>20</td></tr>
<tr><td>21</td><td rowspan="2">Year 5</td></tr>
<tr><td rowspan="2">GCSE 2</td><td rowspan="3"></td></tr>
<tr><td rowspan="2">Year 6</td></tr>
<tr><td>GCSE 3 +</td><td></td></tr>
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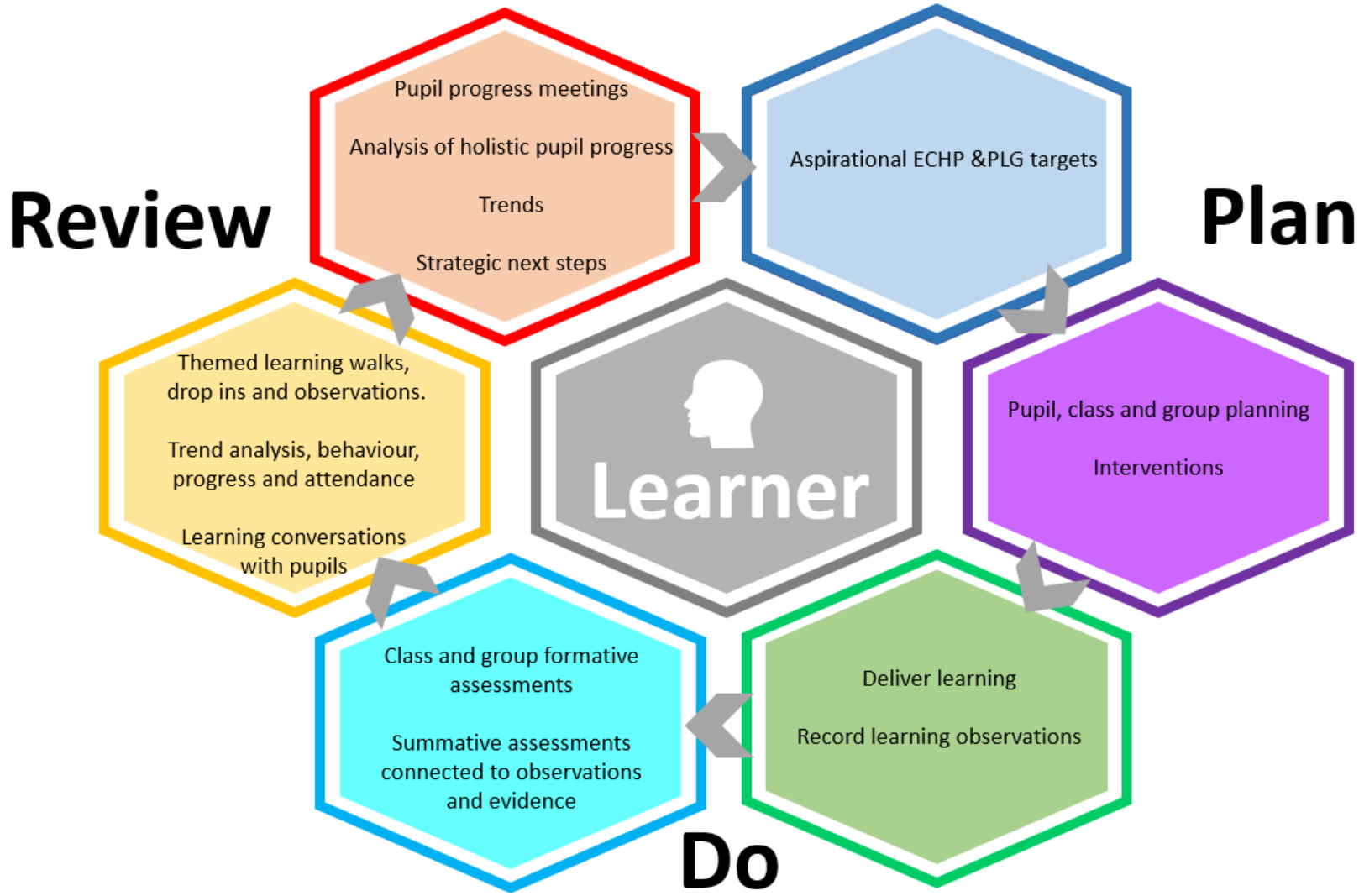
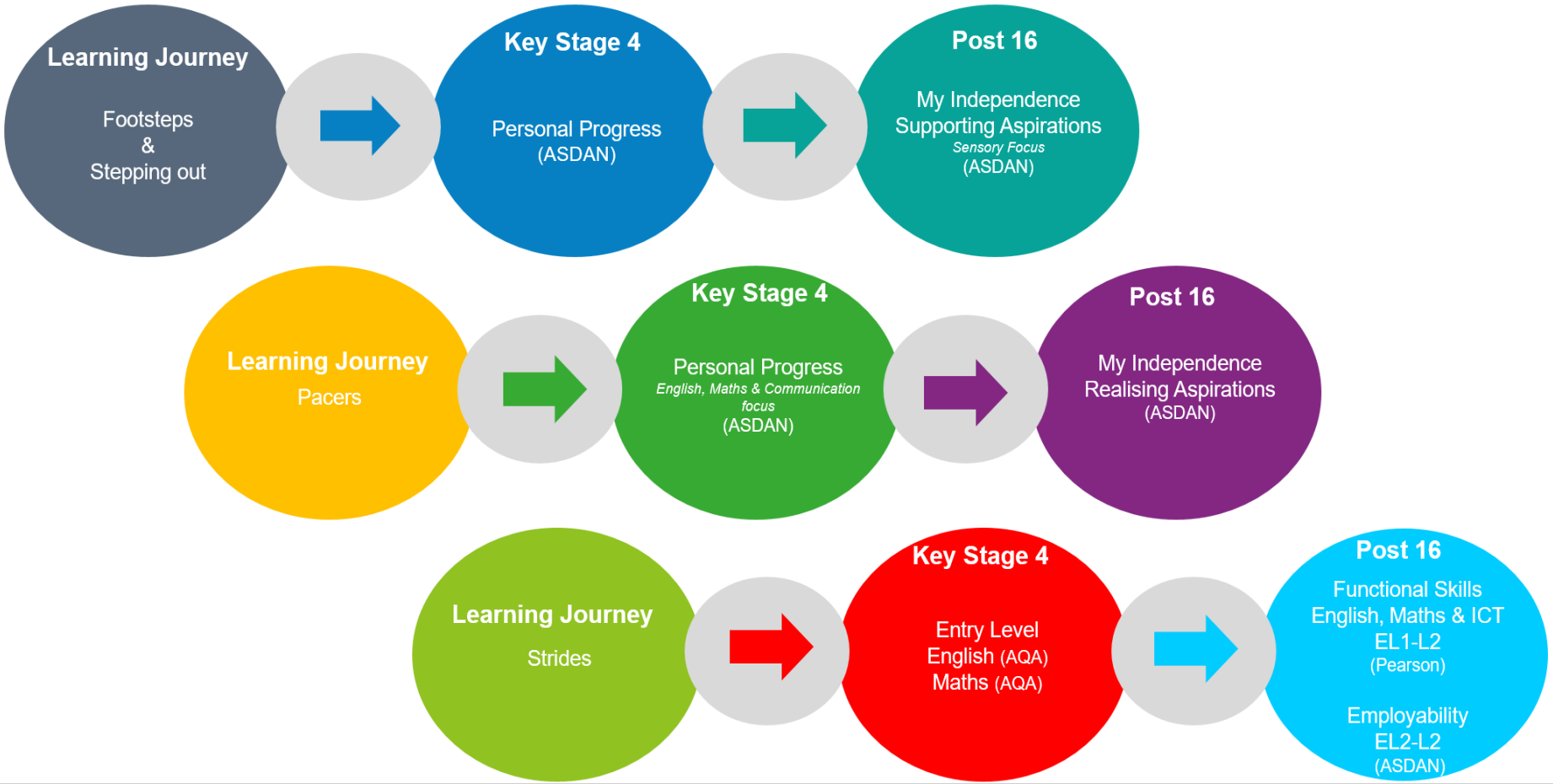
Appendix 2:Brooklands Plan Do Review Cycle



Progression Pathways