



Assessment at Meadow Wood School

Introduction

At Meadow Wood School we have developed our own assessment system recognising that if the students need a personalised curriculum it follows that they need a personalised assessment system too. The students we teach learn in very different ways and at different rates therefore our assessment system recognises that there is not 'a one size fits all' but a 'basketful of tools' approach that is needed to show individual progress. We believe strongly that no students are comparable and that each student has their own learning journey and makes individual progress based on their own abilities. We want to 'measure what matters' for the students and work collaboratively with parents to achieve this.

The students are assessed within the most appropriate framework for their level of cognition and learning. These are grouped in this way;

EYFS students (Nursery and Reception Years)	are assessed against the Early Years Profile
PMLD students (Year 1 +)	Pre – Formal Assessment and the Independence assessment levels 5 Areas of Engagement Model
PNI students with SLD and MLD that are working towards or at age related levels. (Year 1 +)	Pre Key Stage Small Steps (based on Pre Key Stage Statements) that lead into National Curriculum Levels and the Independence assessment levels

Tracking Progress

We use a web based system called SOLAR to record students' progress. All the assessment systems are stored on SOLAR and each student's learning journey is tracked on their individual pathway. This system allows all the targeted statements in all pathways to be broken down into three stages, Emerging, Developing and Secure meaning that even the small steps of progress can be recorded and celebrated.

Students are baselined on their learning pathway in the first 6 weeks of starting the school. Then begins a learning journey that tracks students from their starting points to progress year on year in different subject areas. SOLAR generates a star card for each target in which context, and evidence both written and photo or video can be added.

Tracking and assessing students' progress focuses on their individual progress over a period of time from their starting point. The starting point that we measure the progress against can be a key stage, the academic year, a term or a module of learning for a shorter period of time.

Description of Pathways

1.1 EYFS;

We use the EYFS Statutory Framework to measure the progress of students in Early Years and assess against the Early Years profile. The students are assessed against the seven areas of learning and development and at the end of each year the steps of progress in each area are recorded. Learning journals are maintained as a record of the progress and are made up of star cards, special moments and other relevant evidence.

1.2 Pre Formal (PF)

When assessing students with PMLD we use the Pre Formal assessment system which is broken down into two areas of My Communication and My Thinking. Many of the milestones from Routes for Learning are incorporated into this system and considers the complex interaction between the sensory impairments, motor disabilities, medical problems and cognitive processing difficulties that the learner experiences. Yet it celebrates the different abilities of learners with the most complex needs.



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In addition to the above, we also assess these students in areas of independence to again show a holistic view of progress in areas of;

Body Awareness
Fine motor skills
Gross motor skills
Eating and Drinking
Using the toilet
Cleaning teeth
Washing hands and face.

We are incorporating the 5 Areas of Engagement Model into our assessment following the new guidance from the DfE. These areas include, Exploration, Realisation, Anticipation, Persistence and Initiation. Observations using this tool adds value to our current assessment systems and enables teachers to assess student progress from a different angle.

1.3 Pre Key Stage Small Steps / National Curriculum

This pathway is for learners with PNI who have severe to moderate learning difficulties. The core curriculum areas are broken down from the Pre Key Stage Statements into smaller steps. The data that is collected on SOLAR is personalised and individual. It reflects the students' learning journey over the year and the progress they are making in the core curriculum areas.

The current areas of assessment are;

My Communication;

Comprising of; Speaking, Listening, Reading, Writing

My Thinking;

Comprising of; Maths.

My Independence;

See categories as in pre – formal above.

This pathway includes learners who are working towards or at age related levels according to National Curriculum requirements. We assess them against the Pre Key Stage Statements for Key Stage 1 and 2 and against their progress towards National Curriculum standards and enrol them to National tests if appropriate.

1.5 Other Assessment / Accreditation

MOVE; The MOVE Programme is an activity based practice that helps students with disabilities to gain independent movement. It uses the combined approach of education, therapy and family knowledge to teach the skills of sitting, standing, walking and transitioning between. The programme's central philosophy is that **movement is the foundation for learning**. The aim of the MOVE Programme is to offer these movement opportunities to the students, opening up and transforming the world around them and creating an accessible, interesting and educational world full of opportunity and choice. The majority of students at Meadow Wood are on the MOVE programme and have their own booklets which check their progress towards targets of mobility and movement.

Arts Award; Students participating in Arts Award attend a workshop at a Hertfordshire music centre, working with musicians and artists. Students use a variety of skills including art, music, dance, drama, literacy and computing. It facilitates our students meeting, learning and socialising with other special



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school students and adults. Arts award is accredited by Trinity Guildhall and enables our students to work towards gaining either a Bronze or Silver Arts Award.

The Process of Assessment

Overviews; All students work on EHCP targets that are reported on yearly and Curriculum targets which are reviewed on a termly basis. Each student has an overview which contains the key curriculum and EHCP targets that they are focussing on at any given time.

Classroom Assessment Tool; All staff monitor progress of pupils in lessons according to their targets through the use of the Classroom assessment Tool (CAT). This individual target sheet for each curriculum area shows the daily and weekly progress of students towards their target. Information collected includes level of prompting required, engagement in task and short description of learning. The use of the terms Emerging, Developing and Secure feed directly into the SOLAR assessment.

This ongoing, everyday assessment in lessons drives the learning forward and clarifies misunderstandings so that students make rapid and secure gains in knowing more and doing more.

Some classes also use post-its to capture moments of achievement in other curriculum areas such as learning to play with peers or self-help and independent living skills.

Learning Journals; All students working in EYFS have a journal which is collected by the early years practitioners that contains a collection of photos, post its, evidence of written work or art work and other documents. These provide a picture of a child's development under the areas of learning identified in the EYFS.

SOLAR; At Meadow Wood each class has an iPad dedicated to assessment using the SOLAR web based package that we use. We want staff to engage in everyday SOLAR assessment and not to miss key moments of a students' learning. The week on week CAT evidence sheet towards students targets provides the feedback to teachers about the progress being made and informs the completion of the Star Cards on SOLAR. This information will inform if the student is emerging, developing or secure in the target. Evidence is captured on SOLAR in the core curriculum areas of My Communication, My Thinking and Independence.

Teachers meet with the Deputy Head twice in the year and in June progress is reported on;

September – SET targets for progress in core areas of curriculum

February – REVIEW progress and put in appropriate interventions / support

June - REPORT progress on individual learning journeys

Teachers write a curriculum report for the EHCP meeting detailing the progress made towards EHCP outcomes. In addition they write a curriculum report for parents at the end of the Summer term which reflects the holistic approach to progress made by the student during the year.

The whole process of assessment in the school builds pictures of individual progress and recognises when interventions need to be put in place but also maintains the focus on the key learning and holistic outcomes for each individual and targets these areas of development. The close analysis of the assessment data also contributes to planning for differentiated learning and for whole school use in determining and evaluating outcomes.



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The Cycle of Assessment

