



Assessment and Data

Nancealverne School

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2023-2024

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1. Intent

At Nancealverne we want every child and young person to make outstanding progress. We value each learner highly as individuals and aim to personalise and differentiate their learning, ensuring all pupils access learning at a level and using approaches that maximises opportunities to achieve and progress. In turn every individual is equipped with the skills needed for the next stage of education and the world beyond.

We recognise that assessment is an integral component of effective teaching and learning. Through a rigorous approach, we ensure that assessment works hand in hand with the curriculum to ensure all learners thrive, within an holistic environment that celebrates achievement for all.



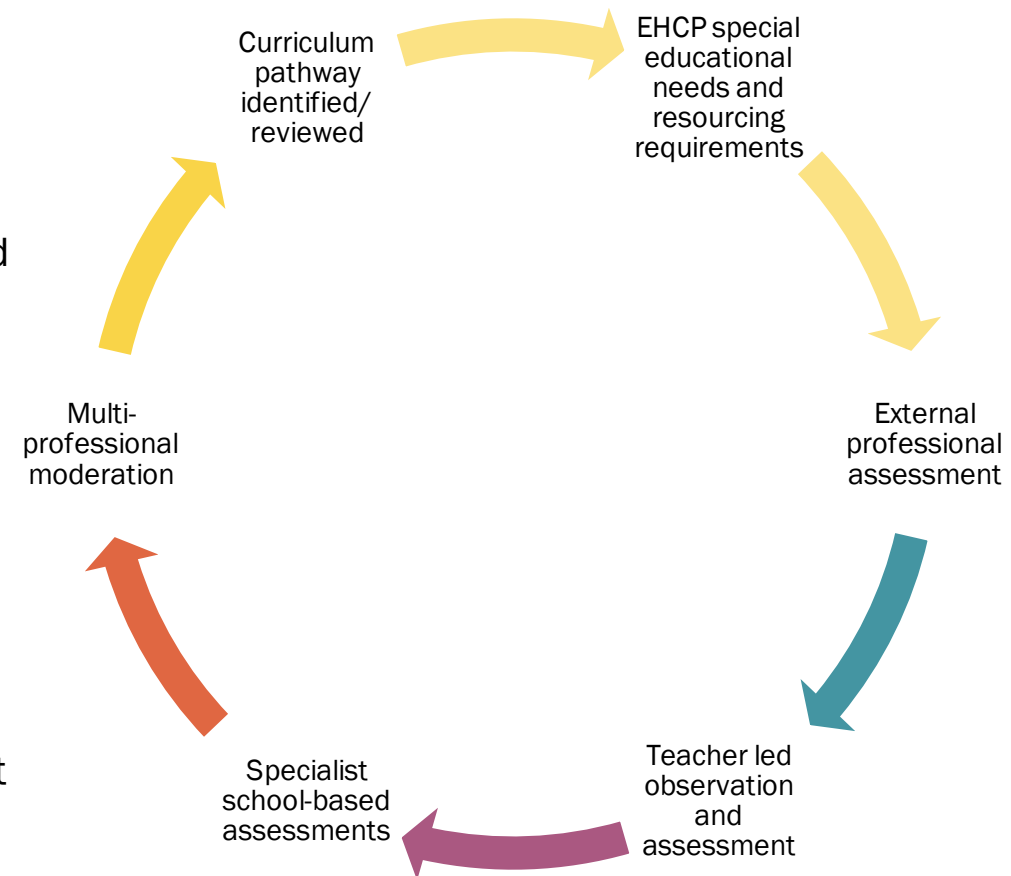
2.1 Implementation: Individual Needs and Curriculum Pathway

All learners at Nancealverne have an Education, Health and Care Plan (EHCP) in place. The primary needs identified vary but fall broadly into three key categories: Severe Learning Difficulties (SLD), Autistic Spectrum Disorder and Multi-needs (PMLD).

Teacher assessment, builds on professional judgements within EHCPs and is further supported by multi-professional progress meetings to accurately build a picture of a pupil's individual profile and to identify the curriculum pathway that most accurately reflects their needs. The three curriculum pathways include:

- Learning to Learn (L2L)
- Bridging to Learn (B2L)
- Ready to Learn (R2L)

We recognise that needs can change and as a result the pathways are not fixed. Through the use of the assessment cycle illustrated in the figure opposite, an individual's curriculum offer remains under constant review, ensuring that it is able to change with them.



2.2 Implementation: Curriculum Pathways

Learning to Learn

- Our pre-formal learning pathway.
- The Engagement Model supports teaching, learning and assessment.
- Assessment is further supported by Routes for Learning.
- EHCP outcomes are driving factors for assessment and learning and inform expectations for individual progress.
- Evidence for Learning used to collect a range of evidence including: video, learning journeys, teacher observations, professional reports and work samples.

Bridging to Learn

- Our semi-formal learning pathway.
- Teaching, learning and assessment approaches use aspects of the engagement model within thematic, subject specific and therapeutic learning opportunities.
- Assessment is further supported by means of BSquared 'Engagement Steps' and 'Progression Steps'.
- EHCP outcomes inform all aspects of learning and are assessed alongside individual curriculum outcomes.
- A range of strategies are used to inform and evidence progress, including: reporting within Evidence for Learning, individual books, video, teacher observations and professional reporting.

Ready To Learn

- Our formal learning pathway.
- Teaching, learning and assessment follow a subject specific model, where expected levels of progress are tracked on an individual needs basis.
- Assessment is further supported by means of BSquared 'Engagement Steps' (KS1), 'Progression Steps' and 'Steps4Life' (Sixth Form).
- EHCP outcomes inform all aspects of learning and are assessed alongside individual curriculum outcomes.
- A range of strategies are used to inform and evidence progress, including: reporting within Evidence for Learning, individual books, video, teacher observations and professional reporting.

3. Implementation: Assessment Cycle

Start of term baseline target setting:

- Teacher judgement, use of evidence available from ongoing assessment for learning and use of Bsquared allows a depth of understanding of current need and targeted progression to inform planning.

Planning and individual target setting

- Current needs identified from ongoing assessment cycle, informs differentiation and individualized target setting.
- This information is then present in planning, books and shared with supporting pupil, family and supporting staff.

Evidence building and ongoing assessment for learning (AFL):

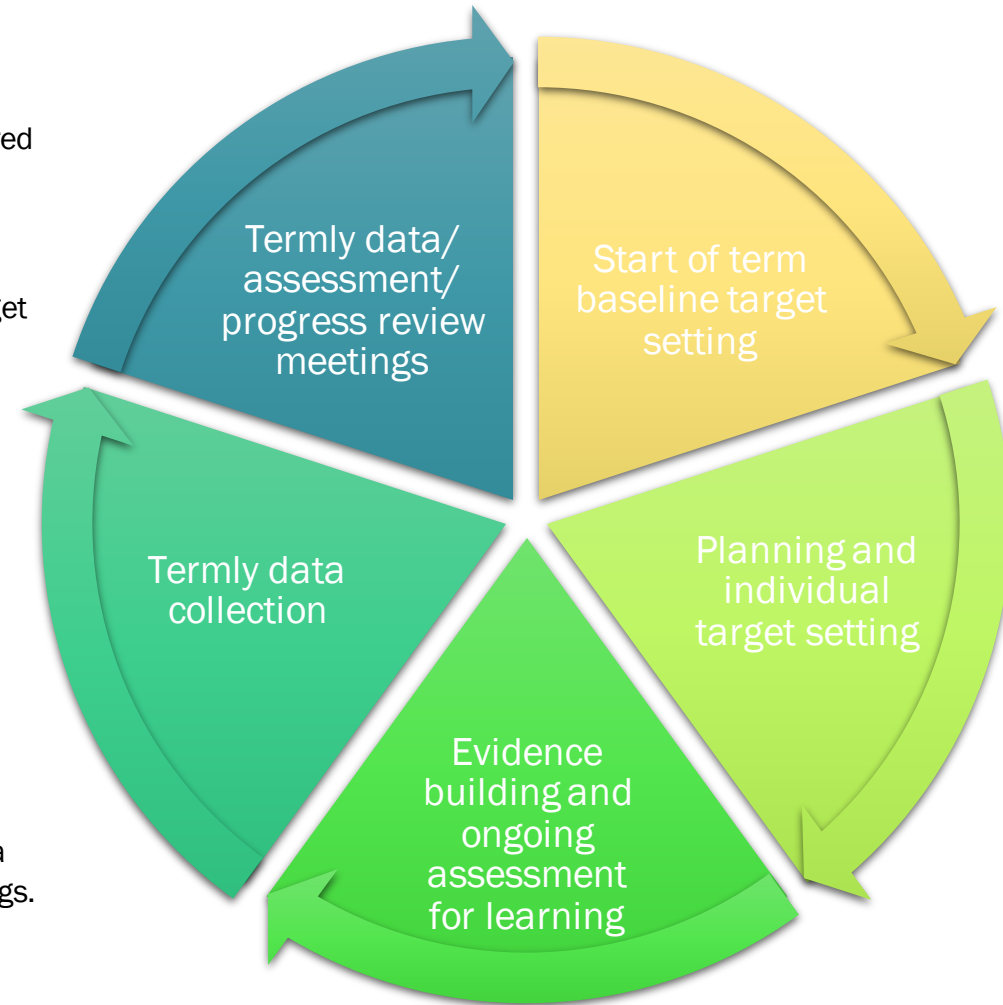
- Evidence is collected through a range of AFL strategies including, but not limited to: work samples in books, marking and feedback, video/photo evidence, strategic observations.
- This information is used to review assessment, target setting and individual needs on an ongoing basis and will be reflected in changes to approach/outcomes throughout learning.

Termly data collection:

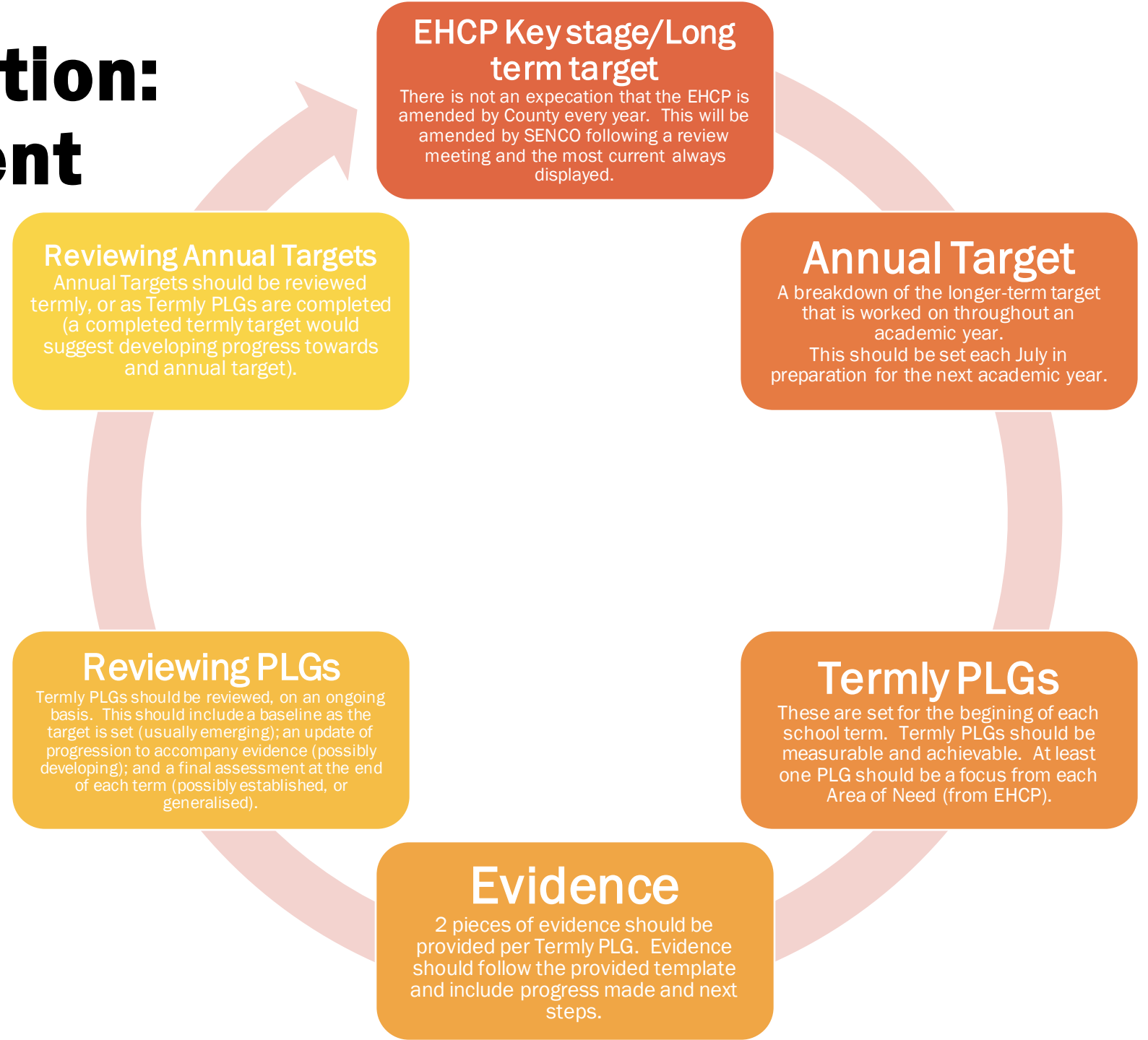
- Data is collected using Bsquared and used to inform termly assessment meetings. This quantitative data provides opportunities to identify trends and informs discussion points within the progress review meetings.

Termly data/assessment/progress review meetings:

- These meetings ensure that pupil progress and assessment processes are rigorous and robust, ensuring that the teacher assessments and AFF collected reflect and provide narrative for data trends and maintain the high expectations for progress identified for individuals and class groups.
- The information collected within these meetings informs baseline and target setting for the next term.



4.1 Implementation: EHCP Assessment Cycle



4.2 Implementation: EHCP Assessment Cycle



Sensory and/or Physical > EHCP: By the end of the key stage 1, [Name] will continue to develop her physical skills and abilities. Indicators of progress will include: [Name] will explore a desired object for up to 10 seconds; The range of objects [Name] will explore independently will increase; Senen will use her hand to reach for objects from a selection/choice of two; [Name] will begin to attempt to grasp motivating objects that are offered to her; [Name] will consistently open and shut both of her hands; [Name] will consistently press a switch when it is offered to her; [Name] will maintain the skill of showing of a change made makes her more comfortable e.g. changes in body language/vocalizations through addressing different physical needs > 2022-2023 Annual Target: Senen will continue to develop her physical skills and abilities > AUT 22: I will accept a slight increase in my standing frame angle by continuing to show tolerance through my vocalisations and body language, 3/5 opportunities offered

Evidence

Fri, 9 December 2022

physical autumn term evidence

Assessment/Observation/Comments:

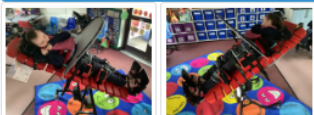
Taken from individual pupil tracker sheet:

07.11.22 tolerated 6.8 today for 20 mins
10.11.22 tolerated 6.5 today for 20 mins
14.11.22 tolerated 6.5 today for 20 mins
23.11.22 tolerated 6.8 today for 20 mins
24.11.22 tolerated 6.8 today for 20 mins

Next steps:

Continue use of standing frame at increased angle. Liaise with physiotherapists re this progress

Mon, 26 September 2022



physical autumn term evidence

Assessment/Observation/Comments:

[Name] tolerated her stander on a higher incline of 6.5 setting for 20 minutes today

Next steps:

Continue to gradually increase the incline in her stander, over the term, offering daily opportunities to access her stander



Evidence for Learning (EFL) is used to collect evidence against a PLG twice termly. The initial evidence demonstrating progress towards the outcome and identifies next steps and any amendments needed to the original target set.

4.2 Implementation: EHCP Assessment Cycle

EFL contributes to current systems to evidence and build on achievements

Learning Journey

30 November 2022



Immi has visited local post 16 provisions. Next, she should make an informed decision on where she would like to go after school.

EHCP and PLOs > Preparing For Adulthood > education EHCP. By the end of Key Stage 5 [redacted] will have accessed work and volunteering experiences, community provisions and local colleges so she is able to make an informed decision about preferred placement options of the next stage of her education/training/employment > 2022-2023 Annual Target: [redacted] will develop an informed decision of her preferred future education/training/employment through volunteering, work experience and college visit opportunities.
 > AUF 22: To create a visual aid, collecting images and leaflets from post-16 provisions and work experiences in a book to support making an informed decision.

1 December 2022



Identified goals: To develop strength and coordination through physical activity for [redacted] to take part in a group activity which supports her SEMH and physical needs

Overview of Today's Intervention: [redacted] was very keen to take part in Yoga with her class group today. She managed to participate in different poses that will strengthen her core and muscle strength.

1

Learning Journey

Next Steps: To attend regularly to yoga with her group, improving balance and coordination


Tag: [redacted] [SMT Intervention]

EHCP and PLOs > Communication and Interaction > EHCP: Immi will develop her social and communication skills so that she can interact effectively and appropriately with others. An indicator of progress will include: Immi using a range of different communication strategies > 2022-2023 Annual Target: [redacted] will take part in group activities daily. [redacted] will develop a range of strategies to communicate socially with her peers.
 > AUF 22: To daily choose a social activity and a peer that she would like to engage with in this.

EHCP and PLOs > SEMH (Social, Emotional And Mental Health) > EHCP: By the end of the Key Stage 5 [redacted] will have developed an understanding of the changes to her needs and maintained her self-esteem and self-confidence to support her overall wellbeing. Indicators of progress will include: [redacted] being able to interact socially with her peers in a way that is meaningful and relevant for her. [redacted] engaging socially within her local community. > 2022-2023 Annual Target: [redacted] will maintain and develop her self-esteem and self-confidence through an awareness of her own needs and well-being. Immi will interact socially with her peers daily and have opportunities to engage within her local community outside of school weekly.
 > AUF 22: To explore and take part in weekly extra curricular activities in and outside of school that can be shared with friends, broadening social capital.

EHCP and PLOs > Sensory and/or Physical > EHCP: By the end of Key Stage 5 [redacted] will have developed and improved her fine and gross motor skills so that she can participate in functional activities for daily living. > 2022-2023 Annual Target: [redacted] will independently engage in functional activities daily and use OT/physio opportunities to support her fine and gross motor skills.
 > AUF 22: To develop strength and coordination of fine and gross motor skills through OT sessions and physical activities twice a day.

15 December 2022



Identified goals: For [redacted] to take part in a group activity which supports her SEMH and physical needs to participate in a group yoga session to improve confidence and core stability

2

Learning Journey

and improved her fine and gross motor skills so that she can participate in functional activities for daily living. > 2022-2023 Annual Target: [redacted] will independently engage in functional activities daily and use OT/physio opportunities to support her fine and gross motor skills.
 > AUF 22: To develop strength and coordination of fine and gross motor skills through OT sessions and physical activities twice a day.

9 January 2023



Identified goals: To provide regular daily sessions of physio exercises to strengthen Immi's right leg and improve her core stability

Overview of Today's Intervention: Immi was very happy to work with me again today. Immi worked hard on her calves, bridging and quadrics

Next steps: To continue physio program

Tag: [redacted] [SMT Intervention]

EHCP and PLOs > Sensory and/or Physical > EHCP: By the end of Key Stage 5 Immi will have developed and improved her fine and gross motor skills so that she can participate in functional activities for daily living. > 2022-2023 Annual Target: [redacted] will independently engage in functional activities daily and use OT/physio opportunities to support her fine and gross motor skills.
 > AUF 22: To develop strength and coordination of fine and gross motor skills through OT sessions and physical activities twice a day.


11 January 2023

5

Learning Journey

EHCP and PLOs > Preparing For Adulthood > health EHCP: By the end of Key Stage 5 [redacted] will be able to develop her independence in health care choices so that she is able to make informed decisions with those supporting her, about healthy food, medical intervention, and care provision. Indicators of progress will include: [redacted] will make informed choices on healthy foods, exercise and personal care. [redacted] will make informed choices to promote her health, stating changes she might like to make to her therapy programmes and support packages. [redacted] will be able to access support services to support her epilepsy and future management of this as she enters adulthood. > 2022-2023 Annual Target: [redacted] will engage in a positive mental health program within school. Immi will select healthy meals to shop for and cook, and choose physical activities to take part in, weekly.
 > SPK 28: To choose and take part in a physical activity everyday.

25 January 2023



Identified Goals: Daily physio therapy to improve core strength

Overview of Today's Intervention: Immi showed progress again today, and practiced a couple of different exercises. She has renamed all of her exercises, and this appears to give her ownership of them and more willingness to attempt them. Great focus and determination. Immi was also comfortable with Libby doing her calf stretches.

Next Steps: Continue to show Libby and Roxy how to go through Immi's routine safely

Tag: [redacted] [SMT Intervention]

EHCP and PLOs > Sensory and/or Physical > EHCP: By the end of Key Stage 5 [redacted] will have developed and improved her fine and gross motor skills so that she can participate in functional activities for daily living. > 2022-2023 Annual Target: [redacted] will independently engage in functional activities daily and use OT/physio opportunities to support her fine and gross motor skills.
 > SPK 28: To daily meet with SMT team/trained member of classroom staff for a focused physio session, supporting fine and gross motor skills.

7 February 2023

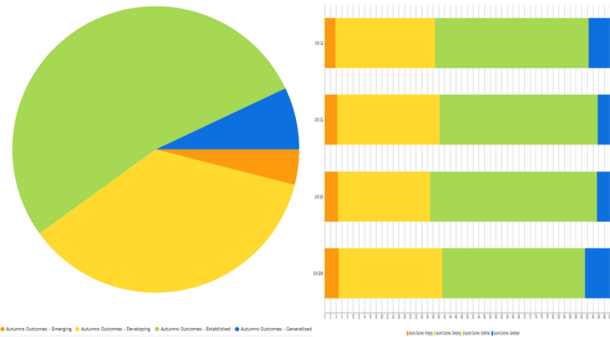
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Provides comprehensive evidence of development towards therapy programs/evidence of work completed at school that supports any referrals made.

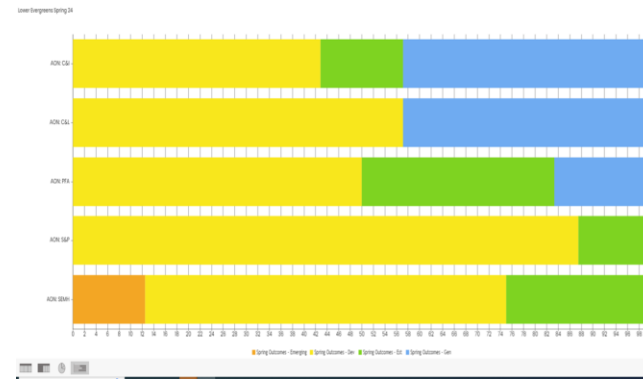
4.3 Implementation: EHCP Assessment Cycle

Data collection within Evidence for Learning is used to inform evidence of progression at a school, group and individual level.

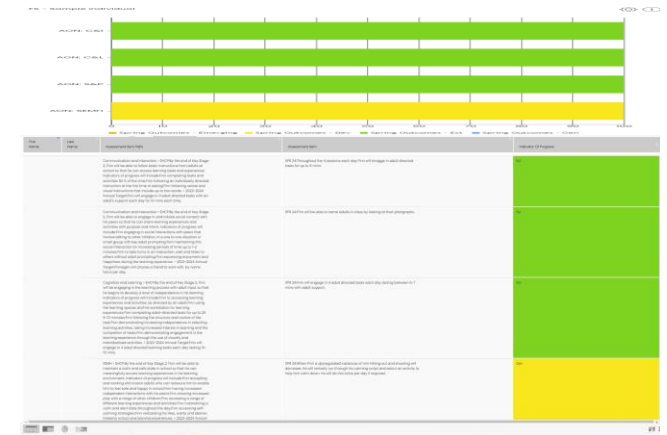
Whole School



Groups



Individual



5. Impact

Through the implementation of the assessment and data offer **pupils will:**

- Be supported within a pathway that best reflects their individual needs.
- Make expected, or exceeded levels of progress that reflects their individual needs. Tracked through data and evidence collection.
- Pupils will complete an accreditation that reflects their skills and strengths.
- Pupils will be prepared for the next phase of education.

Through the implementation of the assessment and data offer supporting **teachers/staff will:**

- Have robust systems in place to assess current needs and be able to plan effectively for ambitious and individual levels of progress.
- Develop planning that prepares pupils for the next phase of education.

