

**Guide to Assessment at Green Lane School**

**The Assessment Progress**

* Judgements are based on what we hear and see as well as recorded work produced by our pupils.
* Pupils receive feedback on what they do well.
* If appropriate, pupils are informed of what their next steps are and how they might achieve them.
* Our day-to-day assessments set challenging next steps for pupils to impact and improve their learning. We have an expectation that pupils will respond to their feedback in future work, as well as making improvements to existing work.
* Connecting Steps is updated termly.
* SCERTS data is collected termly for pupils in the Discrete Autism Department (in the areas of: joint attention, symbol use, mutual regulation, self-regulation, learning support and interpersonal support).
* A full term is given to baseline assess new pupils – this is to allow staff to see evidence of secure knowledge and skills.
* In year progress is measured through teacher assessment and summative formal assessments for some Key Stage 4 pupils.
* Connecting Steps data is analysed termly, to identify common areas of development to be addressed.
* Pupil Progress meetings are held by senior leaders and take place in teams. They focus on underperforming pupils and plan appropriate interventions. The team approach allows staff to share ideas and good practice and allows senior teachers to support their less experienced colleagues.

Connecting Steps is a pupil tracking software that shows progress and attainment. At Green Lane we assess pupils using two frameworks within Connecting Steps:

* **Early Steps** for pupils accessing an Early Years Foundation Stage (EYFS) or Engagement curriculum. This framework covers the range from birth to the Early Learning Goals (ELG), and links to the EYFS 2021 Framework and Development Matters.
* **Progression Steps** for all other pupils in school. This framework covers the range from Pre-Key Stage Standard 1, all the way up Level 2.

\*Please see the end of the document for a comparison chart

**Reporting to Parents**

* Parents have access to Evidence for Learning, an online platform that shares commentary, photos and videos of pupils' experiences and achievements.
* Parents receive a termly Individual Education Plan, which includes pupil targets towards EHC Plan outcomes. Parents receive an evaluated copy at the end of the term.
* Parent teacher meetings are offered to families two times per year, with progress and attainment being focus areas.
* Parents receive an annual update towards EHC Plan outcomes, within the AR6 document which is used in Annual Review meetings.
* Parents receive an end of year report.

**Assessment Activity by School Department:**

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| Discrete Autism Department | | | | |
| Grasshopper (YR/1/2) | Butterfly (YR/1/2) | Rose (KS2) | Daisy (KS2) | Dormouse (KS3/4) |
| * Early Steps * SCERTS tracking | * Early Steps * SCERTS tracking | * Early Steps * Progression Steps * Engagement model observations * SCERTS tracking | * Progression Steps * SCERTS tracking * Reading and spelling ages * Homework | * Progression Steps * SCERTS tracking * Reading and spelling ages * ASDAN * Homework |
| All classes:   * + Intervention Plans   + POPAT tracking - ongoing   + Reading records - ongoing   + TEACCH basket activity tracking - ongoing   + Workbooks include what I know already and what I know now – per topic   + IEPs linked to EHCPs - termly   + Phonics tracking - termly   + Art scores - annually   + AR6 outcome review for Annual Review Meetings - annually | | | | |

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| Lower School | |
| Ladybird and Caterpillar (YR/1/2) | Bumblebee, Bluebell, Sunflower, Poppy, Daffodil |
| * Early Steps * Development Matters Observations | * + Progression Steps   + AfL in maths and English books - ongoing (as appropriate)   + Weekly spellings   + Workbooks include what I know already and what I know now for Geography/History/Science/RE - per topic   + Art scores - annually   + History scores - annually   + Geography scores - annually   + Spanish scores – annually |
| All classes:   * + Intervention Plans   + Reading records – ongoing   + Reading Eggs tracking - ongoing   + Maths Seeds tracking - ongoing   + Homework - ongoing   + Phonics tracking - termly   + Phonics screening tests (as appropriate)   + Reading and spelling ages – termly (as appropriate)   + IEPs linked to EHCPs - termly   + AR6 outcome review for Annual Review Meetings - annually | |

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| Key Stage 3 | | | | |
| Rabbit Badger  Cold write tasks for new English topics | Fox | Otter | Deer | Hedgehog Squirrel  Clicker questions at the start and end of a topic |
| All Classes:   * + Progression Steps   + Intervention Plans   + Reading records – ongoing   + Reading Eggs tracking - ongoing   + Maths Seeds tracking - ongoing   + AfL in maths and English books - ongoing   + Homework - ongoing   + Weekly spellings   + Workbooks include what I know already and what I know now for Geography/History/Science/RE - per topic   + Phonics tracking - termly   + Phonics screening tests   + Reading and spelling ages - termly.   + IEPs linked to EHCPs - termly   + Art scores - annually   + History scores - annually   + Geography scores - annually   + Spanish scores – annually   + AR6 outcome review for Annual Review Meetings - annually | | | | |

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| Key Stage 4 | | | |
| Woodpecker | Hawk | Robin | Owl |
| * English – Step Up To English – Gold/Silver Award * Maths – Entry Level 2/3/Functional Skills Award * ASDAN – Gold/Silver Award * PSD – Entry Level 2/3 * Science – Silver/Gold Award * Food wise – Silver/Gold Award * PE – Entry Level 1/2/3 * Art - Entry Level 1/2/3 * Weekly mental maths tests | * English – Step Up To English – Silver/Bronze Award * Maths – Entry Level 2/3 * ASDAN Silver/Bronze Award * PSD – Entry Level 2/3 * Science – Silver/Gold Award * Food wise – Bronze/Silver Award * PE – Entry Level 1/2/3 * Art - Entry Level 1/2/3 * Weekly mental maths tests | * English – Step Up To English – Bronze/Personal Progress Award * Maths – Entry Level 1/Personal Progress Award * ASDAN Bronze Award * PSD – Entry Level 1 * Science - Bronze Award * Food wise - Bronze Award * PE – Entry Level 1/2/3 * Art - Entry Level 1/2/3 * Weekly mental maths tests * Reading Eggs | * ASDAN Personal Progress Award (including maths and English) * Reading Eggs |
| All Classes:   * + Progression Steps   + Intervention Plans   + Reading records – ongoing   + Maths Seeds tracking – ongoing   + AfL in maths and English books - ongoing   + Homework - ongoing   + Weekly spellings   + ‘Live’ marking and addressing misconceptions as they happen – Verbal feedback, re-cap and re-visit   + Phonics tracking - termly   + Reading and spelling ages - termly.   + IEPs linked to EHCPs - termly   + Art scores - annually   + AR6 outcome review for Annual Review Meetings – annually | | | |

