Assessment at Broomfield SILC

Every pupil's progress in Broomfield is measured and recorded on their own learning journey and through their EHCPs. We believe it is really important for our children and young people that we measure what we value, so we don't just focus on national curriculum measures.

Progress towards EHCP outcomes has a great emphasis, as does the use of The AET Framework (Autism Education Trust). The learning journeys vary slightly according to which curriculum learner's access but do work on the same principle of increasing points with increasing progress. (See the Assessment Road Map)

We use Evidence for Learning for recording assessments in core assessment books, non-core books, EHCPs and Engagement. It is also a digital tool for recording evidence and sharing this evidence with families.

Pupils are assessed against each learning journey outcome as to whether they are emerging, developing or secure or generalised for some books. Through moderation we have been able to set numerical progress indicators to be able to compare progress. This progress is split into segments which shows the rate of progress for an individual learner. The EHCP outcomes are assessed differently. Any pupils highlighted as not on track may then be targeted for additional support. Pupil progress meetings are held twice a year (Spring and Summer) to look at individual pupils' progress and plan targeted interventions.

Every pupil has a file on Evidence for Learning where evidence of progress is logged on their learning journey. Evidence of progress is moderated at least once per half term. A moderation schedule for the year is shared with all staff at the beginning of the year. Evidence on Evidence for Learning may be a video, a photo, a photo of a piece of work or a detailed comment.

Our maths assessment books (Pacers/Strides/Leaps) all have an emphasis on time and money as we believe that these skills are fundamental to independence.

EYFS

All pupils, regardless of the TLG they are working within are assessed using the EYFS framework. This has been further broken down by SENIT so that we can show small steps of progress and have all been inputted into Evidence for Learning. This supports us with ensuring pupils are placed in the correct TLG at the end of EYFS.

Informal Curriculum

Every pupil accessing the informal curriculum has a personalised outcome plan (pop) which sets targets to meet their own individual needs. Their progress is measured using learning journeys on Footsteps or Stepping out. Some pupils are assessed using SCERTS and Pacers.

EHCP's

- All pupils have PLG's (Personalised Learning Goals) where their EHCP's are evidenced and where progress us measured.

The Engagement Model

- The Engagement Model is used with pupils working below a subject specific curriculum. Evidence for Learning has a built in tool we can use to record the level of engagement of our learners and further develop their personalised learning to improve engagement. Pupils in the informal TLG and some in the Semi-formal TLG are assessed using this methodology. We believe there is significant value with using this assessment and subsequent review of the curriculum with all our learners across school working below the level of subject specific learning. This

enables us to ensure that the bespoke curriculum around pupils is refined so that it ensures the best outcomes.

AET Framework

- The AET framework is used to assess our learners and those needing additional support with their communication.

Semi-formal Curriculum

Assessment varies across the Semi-formal curriculum. Assessment is through learning journeys on Pacers, Strides volume 1 or Strides volume 2.

EHCP's

- All pupils have PLG's (Personalised Learning Goals) where their EHCP's are evidenced and where progress is measured.

Pacers and Strides

- Pacers and Strides allow progress to be assessed from P4 into National Curriculum expectations up to GCSE foundation Level in maths and English.

AET Framework

- The AET framework is used to assess our learners and those needing additional support with their communication.

Formal Curriculum

Pupils are assessed using Pacers, Strides and Leaps. Our formal pupils in year 10 and 11 work towards entry level certificates in English and maths.

EHCP's

- All pupils have PLG's (Personalised Learning Goals) where their EHCP's are evidenced and where progress is measured.

Pacers, Strides and Leaps

- Pacers, Strides and Leaps, allow progress to be assessed from P4 into National Curriculum expectations up to GCSE level in maths and English.

AET Framework

- The AET framework is used to assess our learners and those needing additional support with their communication.

Post 16 Curriculum

Post 16 Main Site

EHCP's

- All pupils have PLG's (Personalised Learning Goals) where their EHCP's are evidenced and where progress is measured.

AQA Unit Awards

- Learners on main site in Post 16 access functional skills in maths and English which is accredited through the AQA unit awards.
- Unit awards are also accredited for home, cooking, gardening and hair and beauty.

D of E

- All learners access the D of E Award as part of the curriculum which gives them a number of life skills.

Future Steps Hub

English and Maths

- Learners at the Future Steps Hub access functional AQA Unit Awards in maths and English.
- Assessments at Entry Level 1-3 and Level 1 are certificated through the AQA Unit Award scheme. Level 2 learners, where appropriate, will have the opportunity to sit AQA GCSE English.

EHCP's

- All pupils have PLG's (Personalised Learning Goals) where their EHCP's are evidenced and where progress is measured.

ASDAN

- Learners work towards their ASDAN Employability Qualification. Assessments at Entry Level 2 to Level 2 are completed as coursework portfolios.

D of E

- All learners access the D of E Award as part of the curriculum which gives them a number of life skills, at Bronze, Silver or Gold Level. The students complete 4 sections including physical, skill, volunteering and expedition.

AQA Unit Awards

- AQA Unit Awards at Entry Level and Level 1 are also accredited a range of subjects, for example ICT, home, enterprise and vocational

Traffic Lights

Pupils are assessed against a series of statements around wellbeing that form the traffic lights e.g. sleep, seizure activity etc and this sits alongside assessment data to provide a more holistic view of the child when discussing their progress.

Pupil Progress – core books

Evidence for Learning is used to generate progress data which splits learners progress into 4 segments.

US	Upper Segment
UMS	Upper Middle Segment
LMS	Lower Middle Segment
LS	Lower Segment

We value all progress at Broomfield, however small. We know our pupils forensically and understand the range of factors that could lead to varying levels of progress for the individuals. This data is used to generate discussions around progress. Progress meetings are held with class teachers and we look at individual pupils progress and we consider if pupils are making 'good progress for the individual'. In these meetings we also triangulate to ensure that no over assessment is taking place.

If we identify a pupil to not be making good enough progress for them then we look at strategies and interventions that can be used to support the learners to improve progress.

Final whole school and TLG data is generated from these progress meetings along with recommendations for pupils and class groups.

EHCPs

Evidence for leaning is used to generate progress information for the small steps that teachers develop to support pupils in meeting their global EHCP targets.

Progress is measured in steps

0 steps
1 step
2 steps
3 steps

Pupils who have made 1 step or 0 steps progress for their small steps are discussed in progress meetings as above.