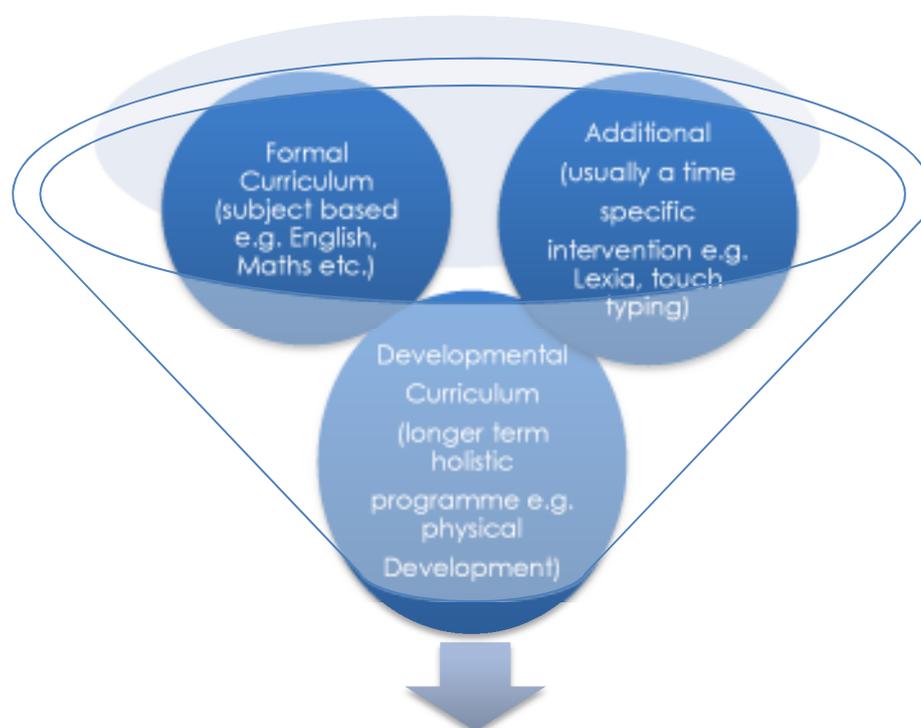


## Assessment at the Loyne Specialist School

From 2015, the Department for Education gave schools the freedom to develop their own approach for assessing pupils' progress. As a specialist school, we pride ourselves in providing a broad rounded education that caters for the needs of all of our pupils in a holistic manner. Our curriculum is flexible and dynamic and allows us to provide an extensive platform from which pupils can make progress towards their Education and Health Care Plans. The curriculum is at the heart of our provision and each pupils' access points will be individual. Careful assessment indicates what an individual curriculum will look like. It is that individual curriculum that we assess and track for each child ensuring progress towards individual objectives. As we believe in a holistic approach our assessments need to reflect this. At the Loyne, we are developing a menu of assessment tools to ensure we capture progress in all areas of our curriculum.

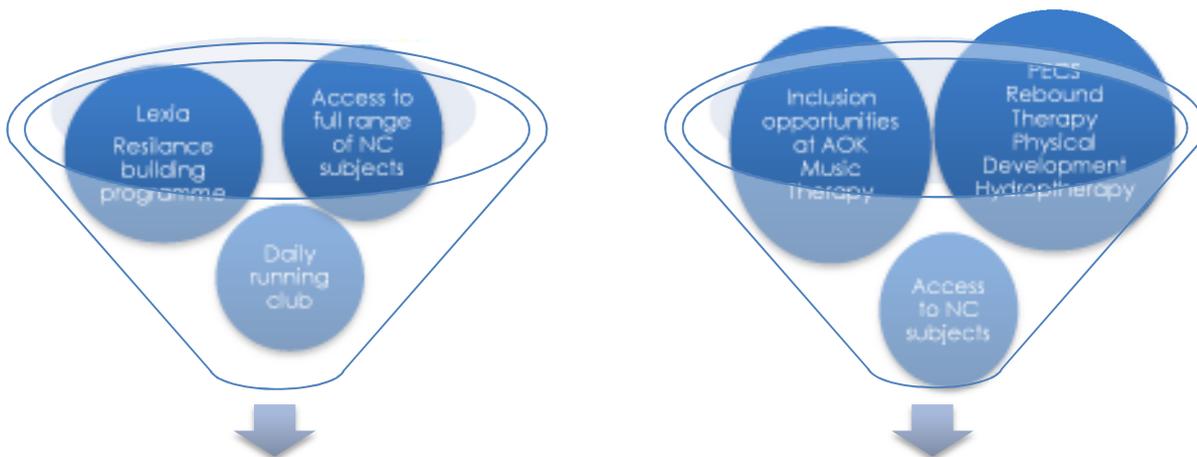
### 'We measure what we value'

Our approach is continually evolving as we move away from the constraints of levels and seek ways in which we can demonstrate the individual and unique progress our complex learners make across all important skill sets that will enhance life chances and provide the strongest platform from which they can move further into the community. In developing and enhancing the curriculum that we offer we can create a bespoke learning journey that enhances skills and supports them throughout their school life. The assessment systems that we use enable us to accurately pitch objectives and show that pupils are making progress across their personal curriculum. The school offer consists of the formal, the developmental and the additional curriculum and a pupils access to each of these aspects is dependent upon their individual needs and stage of learning journey.



A pupil's **personalised** Curriculum

As such a pupil's 'curriculum' is individual to them as they move through school, for example;



### Assessment for and of Learning

The overriding principle of good assessment is that it should be clearly tied to its intended purpose which should be to **inform classroom teaching practice** and ensure that teaching effectively meets the needs of all of our pupils. There are three main forms of assessment: day to day assessment, summative assessment and statutory assessment

### Day to Day Formative Assessment

Evidence of this can be found in Journals of Learning for SS1 pupils, workbooks/files for pupils in Primary and Secondary departments and in Key Information & Assessment files in FE. These can be seen at Annual Reviews or on appointment with your class teacher.

### **Formal curriculum (National Curriculum)**

Teachers continually assess against differentiated targets which informs their planning on a daily basis and may include;

- Questioning pupils during class using a total communication approach (e.g. signs, symbols and speech)
- Marking of pupils' work (including written and visual feedback and the use of The Loyne stickers)
- Observations of learning

### **Developmental & Additional Curriculums**

Where pupils access elements of our developmental and additional curriculums, learning outcomes will be identified and taught towards during identified sessions. Where appropriate, targets will be developed in conjunction with NHS therapists. These sessions are primarily practical and assessments will typically be based on observations of pupils' learning. Progress will be shared with class teachers and inform reports shared with parents and carers. We are currently trialing Evidence for Learning which is an app that can be used to capture photographic evidence to support staff's judgement of progress being made.

### In-School Summative Assessment

This summarises progress across periods of time and allows school to track individuals and groups.

In school we have PAP, JoLTS and iAchieve.

### **Pupil Assessment Profile (PAP)**

We have developed a 'menu' of assessments that staff use to capture pupil's progress and these are recorded on their PAP.

B squared is used for all pupils to record small steps progress across aspects of the National Curriculum. For pupils in the Early Years Foundation Stage this will be against the strands of Development Matters. For pupils in primary and secondary this will be against the National Curriculum for English and Maths, and for students in FE this will be against the expectations set in Adult Milestones (English and Maths). Analysis of progress against B Squared helps support the school in identifying strengths and areas of improvement.

A pupil's curriculum will determine which other assessments will be used to measure attainment and progress and may include, for example:

- · Winstrada (rebound therapy)
- · The Early communication checklist (Loyne)
- · Makaton Checklist
- · The British Picture Vocabulary Scale (BPVS)
- · Quest for Learning
- · The Engagement Profile
- · Loyne Pedal awards/bike ability
- · Loyne Swimming badges & STA swimming certificates
- · Boxall Profile

### **Journey of Learning through School (JoLTS)**

JoLTS are used to capture WOW moments in a pupil's learning journey and also progress made towards areas of learning as identified on their key stage tracking document. The purpose of this document is to provide a detailed account of specific personal progress for stakeholders and most importantly parents and carers.

### **iAchieve**

FE students are encouraged to capture their own learning using the schools' iAchieve app. Photographic evidence is captured and annotated by students (as appropriate) and this is then verified by class staff. This innovative app is age appropriate and inclusive providing our pupils with a method of capturing important milestones using a device common to all.

## **Statutory Assessment**

### **Annual Reviews of the EHCP / Statement of SEN**

Each pupil in school has an Education Health Care Plan (or Statement of SEN). Key areas of learning are identified with specific but broad outcomes. These are broken down into annual targets which are taught throughout the year. Progress made towards these targets are reported on through the Annual Review documentation and meeting which are held each year. Across school annual targets are tracked and achievements collated to inform senior leaders and demonstrate appropriate challenge for all.

### **Nationally Standardised Summative Assessment**

The Department for Education specifies statutory assessment requirements which schools are required to comply with.

This includes:

- · The Year 1 Phonics Check
- · National Curriculum assessment at the end of Key Stages 1 (year 2) and 2 (year 6)

in aspects of Reading, Writing, Maths and Science.

When pupils are working below age-related expectations it may not be appropriate for them to sit the tests. In these cases teacher assessment is used to inform statutory assessment and pupil progress will be shared with parents and carers through the annual reports.

### **Latest Update**

The report into Primary School Pupil Assessment (Rochford Review Recommendations, Sept. 2017) has recommended significant changes to the statutory assessment arrangements for pupils with learning difficulties (for 2018/19 & beyond). As a result we will be reviewing and developing our current assessment system in the upcoming year to ensure that that we are compliant with all statutory requirements.

### **Further Reading**

- Primary school pupil assessment: Rochford Review Recommendations September 2017  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/644729/Rochford\\_consultation\\_response.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/644729/Rochford_consultation_response.pdf)
- The Rochford Review: final report <https://www.gov.uk/government/publications/rochford-review-final-report>
- The Commission on Assessment Without Levels  
<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>
- The National Curriculum for Key Stages 1-4 -  
<https://www.gov.uk/government/collections/national-curriculum>

### **Contact**

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