

## Assessment at the Loyne Specialist School

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 have developed 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 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. The assessment systems that we use enable us to accurately pitch objectives which are documented on pupils personalised [Learning Maps](#) which detail learning expectations across the curriculum including any interventions that are taught outside of the classroom environment (e.g. rebound therapy, cycling etc).

### 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 primarily on Evidence for Learning (EfL) or in pupils learning files.

## Evidence of Pupils Learning

It is imperative that any annotations name by staff provide the date and context in which explicit learning takes place and details the support given and next steps when appropriate.

 Evidence for Learning (EfL)	 Learning File	 Accreditation
<ul style="list-style-type: none"><li>Assessment against personalised learning outcomes are recorded in PLG frameworks as a minimum at end of term</li><li>For outcomes detailed on pupil's learning map - 1 entry as a record of baseline and at least 1 other entry to reflect progress (annotations to include next steps)</li><li>WOW moments</li><li>Where possible tag any 'awards' that the evidence corresponds to.</li></ul>	<ul style="list-style-type: none"><li>File should be divided by curriculum areas</li><li>Any tangible work that is produced by pupils, annotated and marked using the visual marking code (including next steps)</li><li>For pupils accessing Ocean, a range of written work is expected across curriculum areas</li></ul>	<ul style="list-style-type: none"><li>Where evidence is captured on <u>EffL</u>, this should be tagged an annotated accurately and printed for the pupil's accreditation folder.</li><li>Any other work should be presented in accordance with Accreditation Requirements</li></ul>

Teachers assess pupils learning thoroughly, systematically and accurately. On a regular basis, pupil's achievements are captured on EFL or in their learning file and annotated and marked as appropriate which in turn supports future planning.

Where pupils are supported by other agencies, outcomes may be identified collaboratively and delivered during identified sessions. These sessions are primarily practical and assessments will typically be based on observations of pupils' learning. Progress will be shared among class teams and inform reports to parents and carers.

## In-School Summative Assessment

### 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. 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 in 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 for improvement.

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

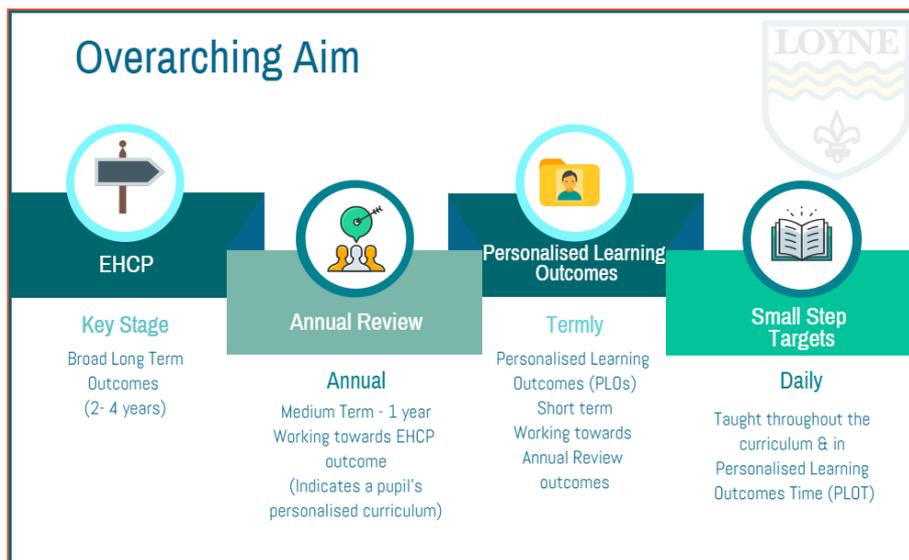
The Early communication checklist (Loyne)

- Key Word Level of Understanding
- Makaton Checklist
- Welcomm
- Visuals (Loyne)
- PECS
- Switching skills
- Eye Gaze
- Phonics
- Salford Reading Assessment
- Salford Spelling Assessment
- The British Picture Vocabulary Scale (BPVS)
- Quest for Learning
- Loyne Pedal awards/bike ability
- Loyne Swimming badges & STA swimming certificates
- Boxall Profile

## Statutory Assessment

### Annual Reviews of the EHCP

Each pupil in school has an Education Health Care Plan. Throughout the holistic curriculum we endeavour to meet the needs of each child and young adult and our overarching aim is to meet outcomes that are identified as priority learning areas as specified in the EHCP. Pupils' personalised outcomes (PLOs) which are derived from their Annual Review Targets are incorporated into their learning maps and highlighted for ease of reference. Progress against PLOs are recorded within EFL. Progress made towards these targets are reported through the Annual Review documentation and meetings which are held each year. Across school annual targets are monitored 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) recommended significant changes to the statutory assessment arrangements for pupils with learning difficulties for 2018/19 & beyond. Schools are now required to use the pre-key stage standards frameworks for statutory assessment at the end of KS1 and KS2 for pupils working below the standard of the national curriculum assessments and engaged in subject-specific study, or who have not completed the relevant national curriculum programme of study. The use of the engagement model will be statutory from September 2021.

### Further Reading

- Engagement Model

<https://www.gov.uk/government/publications/the-engagement-model>

- 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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