



**PensMeadowSchool**

*Living, Growing, Learning*

# EYFS – KS 4 Assessment Policy

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SEPTEMBER 2023

NEXT REVIEW DATE: SEPTEMBER 2025

Staff Responsible: Tania Timmins

## Disclaimer

Pens Meadow School makes every effort to ensure that the information in this document is accurate and up-to-date. If errors are brought to our attention, we will correct them as soon as practicable.

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**This policy should be followed in conjunction with the Marking and Feedback and the Presentation Policy.**

## Introduction

Pens Meadow School caters for a diverse community of learners with complex needs, severe learning difficulties, including autism, and profound and multiple learning difficulties. We understand that effective assessment is crucial to support quality teaching, learning, achievement and progress of all our pupils.

All our pupils have an Education, Health and Care Plan and have unique learning styles and individual starting points within their learning journeys. Our pupils are set personalised, learning targets that recognise their specific knowledge and skill level as well as learning pathway. They are built upon EHCP outcomes set at annual reviews, academic targets, learning for life and Preparation for Adulthood in key stages 4 and 5. This means that our assessment is pupil centred and progress towards EHCP outcomes is measured and monitored. Every child has their own personalised learning targets which are used to monitor pupil's progress as well as being an integral part of teaching and learning, informing planning and target setting.

Our careful approach to assessment ensures that all pupils have opportunities to engage in learning experiences within their Zone of Challenge. Assessment approaches have been carefully linked to learning pathways so that they are appropriate to pupil's development levels and learning styles.

Assessment at Pens Meadow is a balance of well-grounded quantitative assessment alongside a chronology of observational narrative, pupil's work and pupil voice which supports assessment judgements.

It is very difficult for us to compare outcomes for the whole school cohort, as learning and target setting is personalised to each pupil.

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## See Appendix One for the summative assessment grid for the learning pathways

### Hollistic pathway

Pupils who follow the holistic pathway at Pens Meadow are working below the pre-key stage standards of the National Curriculum and are not engaged in semi-formal subject-specific study. These pupils are assessed using the Engagement Model. This assessment allows teachers to assess:

- How well pupils are being engaged in developing new skills, knowledge and understanding.
- How effective the special educational provision is in empowering pupils to progress against the agreed outcomes of their education, health, and care (EHC) plans and Individual Education Plans (IEPs).
- Pupils' achievements and progress across the 4 areas of need of the Special Educational Needs and Disability (SEND) Code of Practice.

### The 5 areas of engagement

The model breaks engagement into 5 areas, which are interrelated. They're not hierarchical and there's no expectation that pupils need to demonstrate progress in all 5 areas.

Exploration	Whether a pupil can build on their initial reaction to a new stimulus or activity (e.g. they display more than an involuntary or startled reaction, and may notice it or reach out to it)
Realisation	How a pupil interacts with a new stimulus or activity, or discovers a new aspect of familiar ones (e.g. they display behaviours that show they want more control)
Anticipation	How a pupil predicts, expects or associates a stimulus or activity with an event (e.g. they anticipate a familiar activity is about to start or finish by interpreting cues or prompts)
Persistence	Whether a pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it
Initiation	How much a pupil investigates a stimulus or activity in order to bring about a desired outcome, acting spontaneously and independently without waiting for direction

These areas allow teachers to assess pupil's engagement in developing new skills, knowledge and concepts by demonstrating how they are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

Evidence collected is analysed by class teams to give a judgement about the level of engagement for the four areas. They are recorded as emerging, gaining and secure.

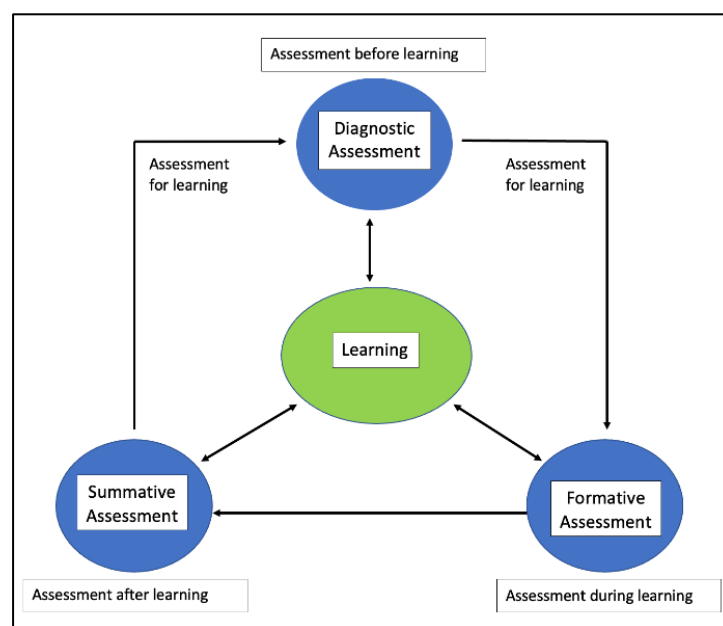
## Sensory Pathway

Pupils who follow the sensory pathway are accessing the semi-formal curriculum but are working below the pre-key stage standards of the National Curriculum. These pupils are assessed using the Pens Meadow Development Documents and progress maps. (See Semi-formal assessment below for more information.)

However, staff also use the Engagement Model to focus on provision leading to high levels of engagement to maximise progress.

## Semi-formal pathway

For pupils following the semi-formal pathway, their progress is assessed using the Pens Meadow Development Document and progression maps.



## Summative assessment

Summative assessment offers a snapshot of pupil performance at a specific time. It assesses whether pupils know more, understand more, and can do more than they could previously. At Pens Meadow, we use a range of summative assessment in order gather information about pupil's progress towards agreed outcomes and targets. This assessment also supports teachers to plan next steps by analysing misconceptions and gaps in skills and knowledge highlighted in the assessment.

Summative assessment is used to inform EHCP reviews, parents and other stakeholders about achievements and outcomes. Analysis of summative assessment takes place during pupil progress meetings and is used to identify changes to provision and any interventions that may be required.

Due to their development levels, pupils at Pens Meadow School do not take part in Nationally Standardised Assessment however pupils in year 13 and 14 work towards OCR accreditation.

Summative assessment in reading, writing and maths is based upon the judgements of the teaching staff that have worked with the pupil and is then moderated. (See moderation below.)

## Diagnostic assessment

Diagnostic assessment occurs at the beginning of a sequence of teaching and provides opportunities to reflect on pupil's thinking, strengths and weaknesses. These assessments provide insights into pupil learning and support teachers to gain a deeper understanding of next steps for planning and provision.

These next steps may include:

- Adjusting the level of challenge of activities.
- Reteaching specific concepts or topics.
- Adjusting curriculum content in medium term or long term.
- Providing pupils with feedback through which they can address their own areas of improvement with support.
- Deciding which pupils need additional, targeted support.

(Education Endowment Foundation)

For pupils whose severe, complex or profound needs may have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory, diagnostic assessment is crucial to identify starting points and where there may be gaps in understanding and foundations for learning.

## Formative assessment

Formative assessment is integral to teaching and learning and takes place throughout the teaching sequence. It enables all teaching staff to continuously reflect on pupil progress to identify where pupils have misconceptions or gaps in learning and where they are ready to progress. This helps teachers to plan next steps, adjust planning and add more support as necessary.

Feedback may be given as:

- Modelling and repeating with hand over hand support.

- Verbal feedback – through a detailed conversation or a quick verbal comment.
- Written feedback– through comments, written marks or a combination of both.

Teaching staff use a range of instant feedback techniques to celebrate progress seen. This way we can try and help the learner to understand what he or she is doing. In identified lessons and at the end of the school day pupils are encouraged to reflect on their attitudes to the learning through their identified developmental communication level supporting their developing metacognition. Please see our Pupil Voice Policy for more information.

### **Next Steps for Learning**

When acquiring new subject-based knowledge or working towards an individual target, pupils often need this process broken down into smaller steps. Achievement towards each next step helps to build evidence of a pupils understanding and skill level.

Next steps may also address barriers to characteristics of effective learning such as focus and concentration or extend knowledge by applying mastered skills in different situations or contexts.

Next steps may be short term or focused on over a more prolonged time span. Please see the Marking and Feedback Policy for more information.

### **Pupil's involvement in assessment**

At Pens Meadow we believe that pupils should be involved in the assessment of their work as much as possible to support their understanding of the progress they are making and the next steps they need to achieve.

At the beginning of each term, pupils working on the semi-formal pathway at band 6 and above set their own targets in reading, writing and maths. This encourages these pupils to think about their next steps in the learning process and begin to measure their own strengths and weaknesses. These targets are reviewed with pupils, at the beginning of each term, before setting new ones.

Leaders of learning clearly define the objective for the lesson through learning questions and steps to success through clearly defined success criteria. These are printed onto personalised learning grids and shared with all staff and the pupils they are working with. The overarching learning objective for the lesson is displayed in the classroom during the lesson.

Date: 24.11.23		Whole class		Small Group		1:1	
Staff Name:	SE	PH	GH	VH	SH	I	
Genre: Historical Narrative		Text: The Dog that Saved the World (Cup)					
LQ: Can I collaboratively write a newspaper report?							
Success Criteria				E	G	S	
I understand I can use my plan to support my report.							
I can join in with class discussion							
I can build sentences with support							

Example of English learning grid

Date:		Whole class		Small Group		1:1	
Staff Name:	SE	PH	GH	VH	SH	I	
Focus: Place Value							
LQ: Can I count backwards from ten?							
Success Criteria				E	G	S	
I can count backwards from 10 to 0 by rote							
I can count backwards starting from numbers within 10							
I can fill in missing numbers counting backwards from 10							

Example of non-English learning grid

At the end of each teaching activity, pupils reflect on what they have been doing. This may be through adult feedback or the pupil communicating to the adult what they have learnt. Where pupil's learning is on paper, marking and feedback is used to raise achievement, set targets and help pupils to improve. This supports pupil to understand what specifically they have done well and the next steps to take. This also provides an opportunity to assess whether IEP targets have been achieved. Please see marking policy.

## Learning pathways

At Pens Meadow pupils follow one of three pathways.

- Holistic.
- Semi-formal(sensory)
- Semi-formal

Evidence collected to analyse progress towards pupil's targets and outcomes includes but is not restricted to:

- Videos- showing evidence of learning and achievement.
- A short annotation from the adult working with the pupil on how the pupil achieved the target.
- Photos- showing a skill, knowledge or understanding being used (which was achieved in the session) or work completed by the pupil.
- Pupils work in books.
- Observations from visiting professionals. e.g. Physiotherapist
- Evidence collected through learning walks and staff reflections.
- Reports from other professionals

Assessment strategies are carefully tailored to each pathway to support accurate analysis for pupils learning.

Holistic Pathway	Semi-formal(sensory)	Semi-formal
Engagement model	Engagement model and progression map steps.	Progression map steps
Observations – photographs and videos, written commentary, with analysis on Evidence for Learning.	Observations – photographs and videos, written commentary, with analysis on Evidence for Learning. Pupils in books/paper and folders/ floor books	Pupils work in books/paper and folders/ floor books with photographs and annotations.

## EHCPs and IEPs

Progress towards IEPs and targets identified on EHCPs are also part of our curriculum and provision planning and are integral to our assessment process. Assessments carried out for EHCP annual reviews inform individual educational programmes and directly influence planning and coverage in the classroom.

Assessments carried out by other professionals working with our pupils for example physiotherapists, speech and language therapists, occupational therapists also provide invaluable information which is included in provision and curriculum planning to ensure that we give our pupils the best opportunities to meet their endpoints.

## Preparation for adulthood (Year 10 onwards)

Preparation for adulthood is taught to the pupils through work related learning and life skills. These subjects are assessed by tracking key personal, social and emotional skills as well as the key knowledge and skills identified for the area of focus. See marking policy for more information.

## External Assessment

Pupils in Year 13 complete O.C.R. accreditation in maths and English. In year 14 they complete accreditation in OCR Home Management (catering) and either World of Work (Horticulture) or Art.

## Assessment Analysis

Half termly pupil progress meetings are held between the assistant head teacher, class teachers and leaders of learning. These meetings focus on progress for individual pupils in maths, reading, writing and phonics and are opportunities to analyse progress and look at next steps including focused teaching and interventions.



## Baseline

Weeks one and two, at the beginning of the school year, are allocated for baselining the pupils. This is important as, due to the pupil's complex needs, the summer break may have impacted on retention of knowledge in the long-term memory. During baselining the following assessments are undertaken:

EYFS	Holistic	Sensory	Semi-formal
6 weeks	2 weeks	2 weeks	2 weeks
<p>Observations related to all areas of the EYFS focusing on the communication and language, physical development and PSED initially.</p> <p>Pre-phonics assessment</p> <p>Characteristics for effective learning</p>	<p>Detailed observations with video evidence.</p> <p>At least one piece of engagement model evidence per week for baseline in each subject.</p> <p>Pre-phonics sensory assessment</p> <p>Characteristics for effective learning</p>	<p>Phonics sensory assessment/ Foundation for Phonics(Y1-10)</p> <p>Reading – Blank level questions comprehension assessment</p> <p>Writing – Baseline assessment</p> <p>Maths – Number</p> <p>Characteristics of effective learning</p>	<p>Phonics assessments for appropriate phase (Y1-10)</p> <p><b>ALL PUPILS</b></p> <p>Reading – Miscue Analysis and Fluency Rubric</p> <p>Writing – Baseline assessment</p> <p>Maths – Number</p> <p>Characteristics of effective learning</p> <p><b>FOR PUPILS WHO ARE BAND 6 OR ABOVE IN READING</b></p> <p>Pupil voice targets set for reading, writing and maths</p>

## Assessment Windows One, Three, Five

EYFS -	Holistic	Sensory	Semi-formal
<p>Data collection for communication and language, physical development and PSED.</p> <p>Pre-phonics assessment</p>	<p>Detailed observations with video evidence over the half term. – one per subject.</p> <p>One moderation sheet completed for all pupils.</p> <p>Engagement targets reviewed and new targets set.</p> <p>Pre-phonics assessment</p>	<p>Pre-phonics assessment/ Foundation for Phonics (Y1-10)</p> <p>Writing – Writing observation sheet completed for last piece of writing.</p> <p><b>MATHS IN LINE WITH LONG TERM PLAN</b></p> <p>Assess unit completed and baseline next one.</p>	<p>Phonics assessments for appropriate phase (Y1-10)</p> <p>Writing – Writing observation sheet completed for last piece of writing.</p> <p><b>MATHS IN LINE WITH LONG TERM PLAN</b></p> <p>Assess unit completed and baseline next one.</p>

## Assessment Windows Two, Four, Six

EYFS -	Holistic	Sensory	Semi-formal
<p>Data collection for all areas of Foundation Stage Profile</p> <p>Pre-phonics assessment</p> <p>Characteristics for effective learning</p>	<p>Detailed observations with video evidence over the half term. – one per subject.</p> <p>One moderation sheet completed for all pupils.</p> <p>Engagement targets reviewed and new targets set.</p> <p>Pre-phonics sensory assessment</p> <p>Characteristics for effective learning</p>	<p>Phonics sensory assessment/ Foundation for Phonics (Y1-10)</p> <p>Reading – Blank level questions comprehension assessment</p> <p>Writing – Writing observation sheet completed for last piece of writing.</p> <p>Characteristics of effective learning</p> <p><b>MATHS IN LINE WITH LONG TERM PLAN</b></p> <p>Assess unit completed and baseline next one.</p>	<p>Phonics assessments for appropriate phase (Y1-10)</p> <p>Reading – Miscue Analysis and Fluency Rubric</p> <p>Writing – Writing observation sheet completed for last piece of writing.</p> <p>Characteristics of effective learning</p> <p><b>MATHS IN LINE WITH LONG TERM PLAN</b></p> <p>Assess unit completed and baseline next one.</p> <p><b>FOR PUPILS WHO ARE BAND 6 OR ABOVE IN READING</b></p> <p>Pupil voice targets set for reading, writing and maths</p>

## Pupil progress meetings

Pupil progress meetings take place during the first week of the next teaching sequence for pupils in EYFS to year nine. For years ten -fourteen pupils, these meetings will take place in the first week after a break.

These meetings give staff an opportunity to analyse individual pupil's progress and plan any interventions, reteaching, or changes to their curriculum planning. They ensure that personalised targets are set with a suitable level of challenge for the pupils and the achievements that they have made to date are appropriately recorded. If progress is not being made, then intervention is planned to try to enable the student to continue to make progress.

For these meetings staff need to prepare:

### Early development pathway (EYFS/ year one)

- Data on the tracker
- Curriculum provision EYFS sheet completed.
- Evidence for learning data

### Holistic

- Engagement moderation sheets completed – 1 per child.
- Characteristics of effective learning tracker up to date
- Curriculum progress holistic pathway sheet completed.

### Sensory

- Whole class data tracker up to date.
- Maths, reading and writing trackers up to date in the back of books.
- Writing assessment analysis by writing in book.
- Development bands trackers up to date in the front of books.
- Characteristics of effective learning tracker up to date.
- Curriculum progress sensory pathway sheet completed.

### Semi-formal

- Whole class data tracker up to date.
- Maths, reading and writing trackers up to date in the back of books.
- Writing assessment analysis by writing in book
- Development bands trackers up to date in the back of books
- Characteristics of effective learning tracker up to date
- Pupil voice targets reviewed and in books for pupils on band 6 and above, termly.
- Curriculum progress semi-formal pathway sheet completed.

### Phonics

The appropriate assessments from the list below.

- Pre-phonics assessment
- Foundation for phonics assessment

- Little Wandle phase appropriate assessments

## Provision Meetings

Termly provision meetings are held between the deputy head teacher, class teachers and leaders of learning. These meetings focus on the impact of provision and progress towards IEP targets.

Both progress and provision meetings alongside moderation and triangulated monitoring across school feed into changes in provision, school improvement priorities and staff CPD.

## Baseline on entry to Pens Meadow

At Pens Meadow we have pupils who transfer into school at different points within their school journey as well as those who start in the Early Years Foundation Stage. Pupils will enter school at different ages and stages, and it is important that we build a picture of their development levels to ensure they are given the best opportunities to make progress through accurate understanding of their starting points and most effective learning pathway.

All pupils starting Pens Meadow, regardless of their age and stage, will have participated in our rigorous transition process and their baseline will be formed from information from parents, previous schools where appropriate, multi-agency professionals, EHCPs and attached reports as well as observations from school staff.

For pupils who start Pens Meadow in the EYFS see above for baseline expectations. These assessments will be completed within the first 6 weeks of them starting school.

For pupils who join school after the EYFS, the information received during transition is analysed to best match the pupil to the baseline expectations above for the appropriate pathway. This should be completed, wherever possible, within the first two weeks from when the pupil is settled in school.

## Data

Whilst assessment is an ongoing process, summative assessment data is collected for reading, writing, maths and characteristics of effective learning each term. These collection points fall at the end of assessment windows two, four and six. (See the tables above) Leaders of learning have the opportunity to moderate baselines at the beginning of the school year. This data alongside other information about the pupil including from parents, other professionals, and other indicators informs;

- Pupil progress meetings
- Student reports
- EHCP reviews and IEPs
- School Self Evaluation
- Reports to governors

- School Improvement Plan
- Staff Performance Management

## Moderation

Moderation of pupil's work provides an opportunity for professional dialogue to support staff in making judgements. Moderation exercises are carried out with the following aims:

- To ensure the leadership team have regular opportunities to review standards across school.
- To monitor standard of evidence being collected by staff.
- To moderate whole school curriculum delivery and content.
- To identify progression at pupil, subject and pathway levels.
- To triangulate classroom practice, evidence gathered and pupil data.
- To inform CPD priorities.

Moderation at Pens Meadow is overseen by the Assistant Head teacher. Termly internal moderation involves all teaching staff and focuses on judgements and evidence for personalised targets for pupils working within all pathways. This ensures that the evidence provided is sufficient to meet the outcome. See appendix for moderation sheet.

Effective moderation at Pens Meadow takes place at four levels:

- In class teams and teaching groups within school
- Across the whole school including all support staff
- Between clusters of schools
- External Moderation OCR moderators

Please see our scheduled document for our annual moderation schedule.

## Reporting

We statutorily report annually to the Local Authority/ Department for Education (DfE), for EYFS, key stage one and two. Because our pupils are not working at age-expected levels for the statutory tests we disapply our pupils from the KS1 and KS2 SATs.

## Reporting to parents

Reports to parents are given verbally at parent's evenings twice a year in the Autumn and Spring term. This is a chance for the parents to discuss their young person's achievements so far and discuss their next steps. A comprehensive written report is provided each year for the EHCP annual review meeting, and this is where new / existing targets are agreed and evaluated. A written report focusing is on curriculum coverage and learning is provided for each child at the end of the summer term.

Parents are invited to discuss their child's progress informally at any time throughout the school year and are welcome to see their child's work and discuss matters arising with the class teacher at a mutually convenient time either by phone or in person.

## Impact

Moderation at Pens Meadow has had the following impact –

- Increased curriculum coverage and improved lesson content.
- Quality of evidence improved by identifying good practice and areas for development. (WAGOLL)
- Increased consistency of expectation following formalised marking and annotation guidelines.
- Improved staff confidence in recognising and evidencing achievement.
- Increased professional discussion around systems and processes leading to informed professional development and development of assessment strategies for both the semi-formal pathway and the engagement model.

## Monitoring & Evaluation

The effectiveness and usefulness of the assessment policy will be monitored and evaluated by the Senior Leadership Team.

## Appendix One

	EYFS	Holistic Pathway	Sensory Pathway	Semi-Formal Pathway
Foundation Stage Profile Assessment	Pupils tracked against Birth to 5 Matters			
Phonics	Pens Meadow Pre-phonics Assessment Half termly	Pens Meadow Sensory Assessment Termly	Pens Meadow Pre-phonics Assessment. Half termly Little Wandle Foundation for Phonics assessment. Half termly	Little Wandle SEND assessment for Phase 2-5 as appropriate. Half termly
Year One phonics assessment				Termly once pupils have reached phase 5 until they achieve a pass rate by AHT
Reading	Birth to 5 Matters	Engagement model	Development Document Bands  Blank level questions comprehension assessments. Termly	Development Document Bands  Miscue Analysis termly and Rubric fluency assessment Termly
Writing	Birth to 5 Matters	Engagement model	Development Document Bands	Development Document Bands Half Termly
Maths	Birth to 5 Matters	Engagement model	Development Document Bands	Development Document Bands
Pupil Voice Targets for Reading, Writing and Maths				Reviewed and reset with pupil termly
KS1 and 2 SATS			Report Pre-Key Stage standards for maths and English	Report Pre-Key Stage standards for maths and English
IEP progress towards EHCP outcome	Termly review	Engagement model Half termly review	Termly review	Termly review
Speech and language	Undertaken in partnership with speech and language therapists commissioned in school.			
Pens Meadow Challenge	Rainbow challenge Red	Rainbow challenge (Y1-Y9) Pens Meadow Challenge (Y10-14)	Rainbow challenge (Y1-Y9) Pens Meadow Challenge (Y10-14)	Rainbow challenge (Y1-Y9) Pens Meadow Challenge (Y10-14)
Year 13 Maths and English		OCR Level 1 Early Maths OCR Level 1 Early English	OCR Level 1 Maths OCR Level 1 English	OCR Level 1 Maths OCR Level 1 English
Year 14 Vocational		OCR Level 1 Art	OCR Level 1 Catering OCR Level 1 Art or OCR Level 1 Horticulture	OCR Level 1 Catering OCR Level 1 Art or OCR Level 1 Horticulture

Pupils are disapplied from Foundation Stage Baseline, Year One Phonics test, Year 4 timetables tests, and GCSEs due to their development levels.



Pupils Name:	Class:	Year Group:
Moderation team	Subject:	Date
Evidence		
Assessment level:	Judgement agreed/ adjusted. (If adjusted please give reason e.g not enough evidence, working at wrong pitch, evidence working at different level)	
Next steps for pupil:	Comments:	

