



PensMeadowSchool

Living, Growing, Learning

EYFS – KS4 Assessment Policy

MARCH 2025

NEXT REVIEW DATE: MARCH 2026

Member of staff Responsible: Assistant Headteacher

Reviewed at the Meeting of the School Improvement Committee of the
Governing Body

Dated: Wednesday 19th March 2025

Signed:

Name:

Disclaimer

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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.

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

Although all pupils are assessed individually in all areas, the pathway decision is made against their reading levels for pupils working on lower sensory, semi-formal sensory and semi-formal pathways. This is recorded on class lists and is used to track pupils, analyse overall data and plan appropriate classroom support.

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 pupils' 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 of the pupils EHCP and IEP targets are recorded as met or on-going.

Lower Sensory pathway

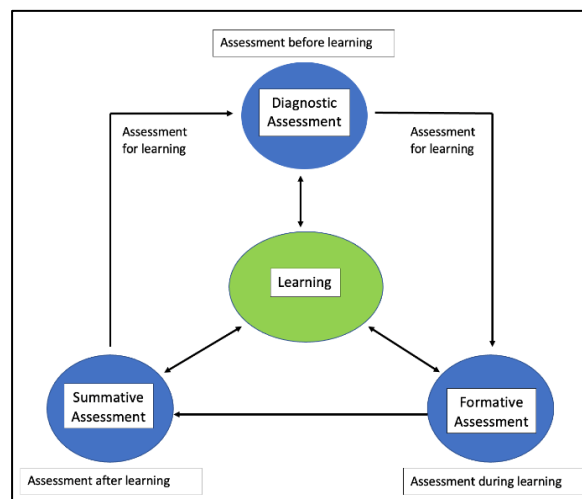
Pupils who follow the lower sensory pathway are accessing a sensory curriculum which bridges the gap between our Holistic pathway and Semi-formal (Sensory) curriculum expectations. These pupils are assessed using the Holistic and lower sensory development documents in maths and English and Bands 1-2 on the progressions document for other subjects. Once the appropriate development step has been identified, an appropriate target is created for the half term and progress towards this is evidenced which enables small amounts or progress to be captured.

Semi-formal (Sensory) pathway

Pupils who follow the semi-formal (sensory) pathway are accessing the semi-formal curriculum but are working below their pre-key stage standards of the National Curriculum. On the Pens Meadow development document, these pupils are working between Bands 1-5 in maths and English and above Band 3 in other subjects. These pupils are assessed using the Pens Meadow development documents and progress documents. Once the appropriate development step has been identified, an appropriate target is created for the half term and progress towards this is evidenced which enables small amounts or progress to be captured.

Semi-formal pathway

For pupils following the semi-formal pathway, their progress is assessed using the Pens Meadow development document and progression documents.



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 to 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 pupils' 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.

Linking Assessment from other subjects

Evidence is collected through a range of different sources across school including individual reading, instructional and phonics group reading as well as evidence collected during English lessons. Evidence towards other subjects may be seen in other learning areas, Staff use the **following codes** when evidencing towards formative assessments in the back of the book.

If the evidence is in the correct book - write the **date**

If the evidence is on their Instructional Reading sheets (Pensnett) - **IR** and **date**

If the evidence is on their Phonics Reading sheets (Ridge Hill and Oak) - **PR** and **date**

If the evidence is on their Individual Reading sheets - **R** and **date**.

If the evidence is from another subject – **Subject** and **date**

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 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: 10.3.25 | | Staff Name | | Indep | | Small Group | | 1:1 | |
| PH | GH | Correct | Model | Clue | Prompt | SS | | | |
| Genre: Letter | | Text: Dear Earth, | | | | | | | |
| LQ: Can I answer who questions by pointing at the picture? | | | | | | | | | |
| Success Criteria | | | | E | E | G | S | | |
| I know I need to point to the correct face to answer the question? | | | | n | m | | | | |
| I can understand a range of simple vocabulary to answer questions? | | | | | | | | | |
| I can answer who questions? | | | | | | | | | |

Example of English learning grid

| | | | | | | | | | |
|---|----|------------|-------|-------|--------|-------------|---|-----|--|
| Date: 10.3.25 | | Staff Name | | Indep | | Small Group | | 1:1 | |
| PH | GH | Correct | Model | Clue | Prompt | SS | | | |
| Focus: Number | | | | | | | | | |
| LQ: Can I demonstrate the twoness of two? | | | | | | | | | |
| Success Criteria | | | | E | E | G | S | | |
| I can recognise two objects | | | | n | m | | | | |
| I can give two objects on request | | | | | | | | | |
| I can indicate when there are none left | | | | | | | | | |

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 four pathways.

- Early Development
- Holistic.
- Lower Sensory
- 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.
- Evidence for Learning
- 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.

| Early Development Pathway | Holistic Pathway | Lower Sensory Pathway | Semi-formal(sensory) Pathway | Semi-formal Pathway |
|--|--|--|--|--|
| Birth to 5 Matters Ranges | Engagement model Pre-maths assessments Pre-English Assessments | Pre-maths assessments Pre-English Assessments Progression documents | Development document Core subjects Progression documents for all other subjects | Development document Core subjects Progression documents for all other subjects |
| Observations, photographs, videos and pupil's work on Evidence for Learning. In books and learning journals. | Observations, photographs and videos, written commentary, Evidence for Learning. | Observations, photographs and videos, written commentary, Evidence for Learning. Pupils work in books, paper and folders/ floor books | Observations, photographs and videos, written commentary, Evidence for Learning. Pupils work in books, paper and folders/ floor books | Pupils work in books, paper and folders and floor books with photographs and annotations. Evidence for Learning |

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 learning for life skills. Work related learning opportunities are assessed by tracking key personal, social and emotional skills against the characteristics of effective learning, 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 Enterprise. In year 14 they complete accreditation in OCR English, Maths, Home Management (catering) and Art. This leads to an Entry Level Qualification in Life and Living Skills. Pupils on the holistic pathway also completed accreditation in reading, maths, the world and creative art.

Assessment Analysis

Core Subjects

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.

Foundation Subjects

Pupil progress meetings are held for baseline and at the end of assessment window 3 and 6, between the assistant head teacher, class teachers and leaders of learning.

Baseline

Week's 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 their retention of knowledge in their long-term memories. During baselining the following assessments are undertaken:

| EYFS | Holistic | Lower Sensory and Semi-formal (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>Phonics sensory assessment</p> <p>Fine motor and handwriting development levels.</p> <p>Characteristics for effective learning</p> | <p>Detailed observations with video evidence. At least one piece of engagement model evidence per week for baseline in Pre-maths, Pre-English, and 4 areas of EHCP.</p> <p>Phonics sensory assessment</p> <p>Fine motor and handwriting development levels.</p> <p>Characteristics for effective learning</p> | <p>Phonics sensory assessment/ F for P (Y1-11)</p> <p>Reading – Blank level questions</p> <p>Writing – Whole school baseline assessment</p> <p>Fine motor and handwriting development levels.</p> <p>Maths – Number</p> <p>Characteristics of effective learning</p> | <p>Phonics assessments for appropriate phase (Y1-11)</p> <p>Reading – Miscue analysis and Fluency Rubric</p> <p>Writing – Whole school baseline assessment</p> <p>Fine motor and handwriting development levels.</p> <p>Maths – Number Pupil voice targets set for reading, writing and maths for English step 6 and above.</p> <p>Characteristics of effective learning</p> |

Assessment Windows One, Three, Five

| EYFS - | Holistic | Lower Sensory and Semi-formal (Sensory) | Semi-formal |
|---|---|---|---|
| <p>Data collection for communication and language, physical development and PSED.</p> <p>Fine motor and handwriting development levels.</p> <p>Phonics sensory assessment</p> | <p>Detailed observations with video evidence.</p> <p>One moderation sheet completed for all pupils.</p> <p>Fine motor and handwriting development levels.</p> <p>Engagement targets reviewed and new targets set.</p> | <p>Phonics sensory assessment/ F for P (Y1-10)</p> <p>Writing – Writing observation sheet completed.</p> <p>Fine motor and handwriting development levels.</p> <p>Maths – Continuous relating to unit covered on long term plan</p> <p>Number assessment updated.</p> <p>Assessment window 1 – foundation baseline adjustment</p> <p>Assessment Window 3 – whole school writing assessment for pupils working at band 3 and above</p> <p>Assessment window 3 -whole school foundation subject progress update</p> | <p>Phonics assessments for appropriate phase (Y1-10)</p> <p>Writing – Writing observation sheet completed.</p> <p>Fine motor and handwriting development levels.</p> <p>Maths – Continuous relating to unit covered on long term plan</p> <p>Number assessment updated.</p> <p>Assessment window 1 – foundation baseline adjustment</p> <p>Assessment Window 3 – whole school writing assessment</p> <p>Assessment window 3 - whole school foundation subject progress update</p> |

Assessment Windows Two, and Four

| EYFS - | Holistic | Lower Sensory and Semi-formal (Sensory) | Semi-formal |
|--|---|---|---|
| <p>Data collection for all areas of Foundation Stage Profile</p> <p>Phonics sensory assessment</p> <p>Fine motor and handwriting development levels.</p> <p>Characteristics for effective learning</p> | <p>Detailed observations with video evidence.</p> <p>One moderation sheet completed for all pupils.</p> <p>Engagement targets reviewed and new targets set.</p> <p>Fine motor and handwriting development levels.</p> <p>Phonics sensory assessment</p> <p>Characteristics for effective learning</p> | <p>Phonics sensory assessment/ F for P (Y1-10)</p> <p>Reading – Blank level questions</p> <p>Writing – Writing observation sheet completed.</p> <p>Fine motor and handwriting development levels.</p> <p>Maths – Continuous relating to unit covered on long term plan</p> <p>Number assessment updated.</p> <p>Characteristics of effective learning</p> | <p>Phonics assessments for appropriate phase (Y1-10)</p> <p>Reading – Miscue analysis and Fluency Rubric</p> <p>Writing – Writing observation sheet completed.</p> <p>Independent writing assessment set by AHT for Core subjects</p> <p>Fine motor and handwriting development levels.</p> <p>Maths – Continuous relating to unit covered on long term plan</p> <p>Number assessment updated.</p> <p>Pupil voice targets set for reading, writing and maths for step 6 and above.</p> <p>Characteristics of effective learning</p> |

Assessment Windows Six – End of Year

| EYFS - | Holistic | Lower Sensory and Semi-formal (Sensory) | Semi-formal |
|---|--|--|---|
| Data collection for all areas of Foundation Stage Profile | Detailed observations with video evidence. | Phonics sensory assessment/ F for P (Y1-10) | Phonics assessments for appropriate phase (Y1-10) |
| Phonics sensory assessment | One moderation sheet completed for all pupils. | Reading – Blank level questions | Reading – Miscue analysis and Fluency Rubric |
| Fine motor and handwriting development levels. | Engagement targets reviewed and new targets set. | Writing – Writing observation sheet completed. | Writing – Writing observation sheet completed. |
| Characteristics for effective learning | Phonics sensory assessment | Fine motor and handwriting development levels. | Independent writing assessment set by AHT for Core subjects |
| | Fine motor and handwriting development levels. | Maths – Assess unit completed and number | Fine motor and handwriting development levels. |
| | Characteristics for effective learning | Characteristics of effective learning | Maths -Assess unit completed and number. |
| | | Whole School Writing Assessment for pupils working at Band 3 and above | Review pupil voice targets set for reading, writing and maths for step 6 and above. |
| | | Foundation subjects – whole school assessment | Characteristics of effective learning |
| | | | Whole School Writing Assessment |
| | | | Foundation subjects – whole school assessment |

Engagement moderation sheets

| | Holistic Pathway | Sensory Pathway |
|----------|-------------------------------------|-----------------|
| Baseline | Social, Emotional and Mental Health | Maths - Number |
| Window 1 | Cognition and Learning | Reading |
| Window 2 | Physical and Sensory | Writing |
| Window 3 | Communication and interaction | PSHE |
| Window 4 | Social, Emotional and Mental Health | Maths - Number |
| Window 5 | Cognition and Learning | Reading |
| Window 6 | Communication and interaction | Writing |

Pupil progress meetings

Pupil progress meetings take place during the first week of the next teaching sequence for pupils in EYFS to year 9. For year 10-14 pupils these meetings will take place in the first week of the new assessment window.

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

- Data on the tracker as appropriate from the assessment grid above
- Engagement moderation sheets completed – 1 per child for the timetabled area of EHCP see grid above.
- Evidence for Learning data

Holistic

- Engagement moderation sheets completed – 1 per child for the timetabled area of EHCP see grid above.
- Characteristics of effective learning tracker up to date
- Curriculum progress holistic pathway sheet completed

Sensory

- Writing assessment analysis next to pupil's writing in book
- Reading assessment in back of English books
- Development step target sheet in the back of books
- Characteristics of effective learning tracker up to date
- Whole class data tracker up to date
- Curriculum progress sensory pathway sheet completed

Semi-formal

- Reading assessments in the back of English books
- Writing assessment analysis next to pupil's writing in book
- Maths assessments completed in books as appropriate to the unit
- Number assessment updated.
- Development bands trackers up to date in the back of books
- Characteristics of effective learning tracker up to date
- Curriculum progress semi-formal pathway sheet completed.
- Whole class data tracker up to date
- Pupil voice targets reviewed and in books for pupils on band 6 and above, termly.

Phonics

The appropriate assessments from the list below.

- Sensory phonics assessment
- Foundation for phonics assessment
- Little Wandle phase appropriate assessments

Fine Motor and Handwriting Development

- Handwriting development bands for all pupils.

Foundation subjects

- Whole class/individual group data tracker up to date
- Characteristics of effective learning tracker up to date

Outreach

Pupils on outreach follow the assessment for the pathway that they are following wherever possible. For more information about Outreach for pupils please see the Outreach Policy.

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 where 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 key dates 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 dis-apply our pupils from the KS1 and KS2 SATs.

Reporting to parents

Reports to parents are given verbally at parents' 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.

Assessment Overview

| | Early Development Pathway | Holistic Pathway | Lower Sensory Pathway | Sensory Pathway | Semi-Formal Pathway |
|-------------------------------------|--|--|--|--|---|
| Reception Baseline Assessment | In line with government guidance | In line with government guidance | | | |
| Foundation Stage Profile Assessment | Pupils tracked against Development Matters | Pupils tracked against Development Matters | | | |
| Phonics | Pens Meadow Pre-phonics assessment | Pens Meadow Pre-phonics assessment | Pens Meadow Pre-phonics assessment | Pens Meadow Sensory assessment Little Wandle Foundation for Phonics assessment. | Little Wandle SEND assessment for Phase 2-5 as appropriate. Miscue analysis termly |
| Year One phonics assessment | | | | | Once pupils have finished phase 5 until they achieve a pass rate. |
| Reading | Pens Meadow Early Development Pathway Literacy Progression Document. (Ranges) Pre-reading | Holistic and Lower Sensory Reading Development Document (Steps) Engagement model Pre-reading | Holistic and Lower Sensory Reading Development Document (Steps) Engagement model Pre-reading | Reading Development Document (Bands) Pre-reading or Comprehension | Development Document Bands Fluency Rubric and Miscue Analysis |
| Writing | Pens Meadow Early Development Pathway Literacy Progression Document. (Ranges) | Holistic and Lower Sensory Writing Development Document (Steps) | Holistic and Lower Sensory Writing Development Document (Steps) | Development Document Bands | Development Document Bands Half Termly |

| | | | | | |
|--|--|---|---|--|--|
| | | Engagement model | Engagement model | Whole school writing assessments | Whole school writing assessments |
| Maths | Pens Meadow Early Development Pathway Maths Progression Document. (Ranges) | Holistic and Lower Sensory Maths Development Document (Steps) Engagement model | Holistic and Lower Sensory Maths Development Document (Steps) Engagement model | Maths Steps baseline and end point assessments up dated in line with the long term plan | Maths Steps baseline and end point assessments up dated in line with the long term plan |
| Pupil Voice Targets for Reading, Writing and Maths | | | | | Reviewed and reset with pupil. |
| 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 | Half termly review | Half termly review | Termly review | Termly review |
| SLUETHS | Updated as policy | Updated as policy | Updated as policy | Updated as policy | Updated as policy |
| Pens Meadow Challenge | Rainbow challenge Red | Rainbow challenge (Y1-Y9) PMC Sapphire-Diamond | Rainbow challenge (Y1-Y9) PMC Sapphire-Diamond | Rainbow challenge (Y1-Y9) Bronze- Platinum (Y10-14) | Rainbow challenge (Y1-Y9) Bronze – Platinum challenge (Y10-14) |
| Year 13 Maths and English | | | | Year 13 OCR Enterprise N1, N3 | Year 13 OCR Enterprise N1, N3 |
| Year 14 Vocational | | Year 14 OCR Entry Level 1 Engaging in the world around you B5 Engaging in creative activities A2 Early Reading B2 | Year 14 OCR Entry Level 1 Engaging in the world around you B5 Engaging in creative activities A2 Early Reading B2 | Year 14 OCR Entry Level 1 Catering D1, D3, D6 OCR Entry Level 1 Art A1, A2, A3 OCR Maths J3, J4 OCR English B8, B9 | Year 14 OCR Entry Level 1 Catering D1, D3, D6 OCR Entry Level 1 1 Art A1, A2, A3 OCR English B8, B9 |

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

Assessment rationale

| Reception Pupils | | Rationale |
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| Reception Baseline Assessment (RBA) | This is a statutory assessment which is reported to NFER for STA and takes place within the first six weeks of a reception pupil starting school. It is an activity-based assessment of pupils' starting points in language, communication and literacy and mathematics. Pupils at Pens Meadow are disapplied from this assessment due to their development levels on entry. | Statutory |
| Reception School Baseline | All pupils are baselines on entry to Pens Meadow. In the Prime Areas of the EYFS. This happens within the first two weeks of a pupil starting school. These baselines are then moderated over the first half term with the assistant head teacher. Specific Areas, of the EYFS, are baselined using observations up to autumn term half term and reviewed at the progress meeting at the end of assessment window 1. | Baseline to provide a summative assessment starting point for reception pupils. Prime areas are assessed on initial transition to ensure impact of targeted provision is recorded. Specific areas are assessed later to gain a more holistic picture. |
| Progress | At the end of assessment windows 1,4 and 6 data for all areas of EYFS are collected against Birth to 5 Matters Ranges. At windows 3 and 5 only Prime Area data is collected. | Enables next steps to be identified and interventions to be planned as appropriate. |
| End of Reception Data | At the end of Reception year pupil's attainment towards Birth to Five Matters Ranges is collected. | Analysis of progress over the year and data for transition into following year. |
| All pupils | | |
| Characteristics of effective learning | All pupils have their characteristics of effective learning assessed at the beginning of the year and then every term. | At Pens Meadow we believe that these learning behaviours are key skills for all our pupils and aim to develop these through all learning opportunities. By monitoring pupils progress within these areas we can develop our |

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| | | curriculum and provision to support pupils with these important skills |
| Holistic Pathway | | |
| Engagement Model | For pupils working on the holistic pathway, they are assessed against their engagement in the five areas of the engagement model - exploration, realisation, anticipation, persistence, initiation. | Provides individual assessment of progress in engagement towards pre-subject experiences. |
| Phonics – Reception – Year 11 pupils | | |
| Six-weekly phonics assessment | This is a school assessment that is performed at the level appropriate to the pupil's development phase. This includes pupils working at the pre-phonics and SPAG stages. Assessments for phase 2-5 follow the Little Wandle SEND assessments. | This ensures that all pupils are working in the correct group with appropriate staffing to ensure maximum progress within their phonics level. |
| Year 1 phonics screening check | <p>The year one phonics screening check data is uploaded to the local authority following the national assessment at the beginning of June. Due to the development levels year one pupil are disapplied from the test. This is still the case for the retake for year two pupils.</p> <p>Once a pupil has completed the phonics scheme and this is recorded by teacher assessment during the half term assessment then they complete the year one phonics screening check. This is completed by the assistant headteacher for core to ensure that all learning is secure before pupils move onto SPAG.</p> | <p>Statutory</p> <p>Ensure that pupils have embedded the skills from the phonics scheme and can read a range of words. Pupils with ASD may struggle to read pseudo words (alien) and this is taken into account.</p> |
| Reading – Sensory and Semi-formal | | |
| Pre-Reading Assessment | All pupils working on pre-phonics up to level 5 complete a pre-reading assessment. These are completed termly. | Enables moderation towards pre-reading skills, prior to decoding and joining the phonics scheme. |
| Comprehension | All pupils within Foundation for Phonics pre-phonics level 6-7, comprehension assessments incorporating understanding within Blank Level Questioning. For | Enables staff to identify the level of understanding that the pupil is working at which impacts on communication in the |

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| | pupils who are nonverbal there is communication sheets to support them to demonstrate their understanding. These are completed termly. | classroom and pitch in phonics and guided reading lessons. |
| Miscue Analysis | For pupils who are working at Phonics Phase 2 and above, a miscue analysis takes place each term. This records the accuracy of the pupils decoding. This also includes a comprehension assessment incorporating understanding within Blank Level Questioning. For pupils who are nonverbal there is communication sheets to support them to demonstrate their understanding. These are completed termly. | Enables staff to clearly analyse where pupils are having difficulty plan next steps and ensure that they are reading books at the appropriate level. |
| Rubric Fluency | All pupils who complete a miscue analysis have a rubric fluency assessment completed. These are completed termly. | Enables staff to analyse pupil's fluency and develop strategies to teach them effective reading. |
| Reading and Writing | | |
| Progression Data | Summative assessments are made through professional teacher judgements every six weeks for pupils up to Key stage 3 and then half termly for key stage 4 and above. These summarise progress against the Holistic and Lower Sensory development steps or Sensory and Semi-formal development bands and attainment is recorded as emerging, gaining or secure within a step. | These assessments plot progress and support staff moderation linking to EYFS, Pre-key stage and OCR levels supporting recording for end of KS1 and KS2 assessments. |
| Whole school writing assessment | These assessments take place as part of baseline, assessment windows 3 and 6. Within this assessment all pupils above band 3 complete a differentiated, independent writing task based on the same film and genre. | These assessment support moderation and accurate data agreements. |
| OCR Life and Living Skills Entry Level | B8 (Reading) and B9 (Writing) – Units for pupils working on sensory and semi-formal pathway B3 (Early Reading) – Units for pupils on the holistic pathway Evidence for these units is collected with the summative sheet for students in year 14. | These assessments provide unit evidence towards the appropriate certificate for the end of year 14. |
| Fine Motor and Handwriting | | |
| Development Document | Summative assessments are made through professional teacher judgements during assessment window 2,4 and 6. These summarise progress against the development documents and record attainment as emerging, gaining or secure within a step. | These assessments plot progress and support next steps in fine motor development and handwriting planning. |

| Maths | | |
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| Development Document | Summative assessments are made through professional teacher judgements for each maths unit in line with the long-term plan. Baseline assessments ensure that pupils start the unit on the correct band and then teacher judgements support the end point assessment. | The broken-down statements enable staff to plan appropriate next steps for pupils in maths. These support staff moderation and link to EYFS, Pre-key stage and OCR levels supporting recording for end of KS1 and KS2 assessments. |
| OCR Life and Living Skills Entry Level | J3 (Number) and J4 (Statistics) – Units for pupils working on sensory and semi-formal pathway Evidence for these units is collected with the summative sheet for students in year 14. | These assessments provide unit evidence towards the appropriate certificate for the end of year 14. |
| Work Related Learning and Preparation for Adulthood | | |
| OCR Life and Living Skills Entry Level | N1 (Following instructions) and N3 (Mini-enterprise project) – Units for pupils working on sensory and semi-formal pathway Evidence for these units is collected with the summative sheet for students in year 13. | Enterprise is a key learning opportunity for pupils as work related learning. This assessment supports the unit towards the appropriate certification at the end of year 14. |
| OCR Life and Living Skills Entry Level | D1 (Planning and preparing a meal), D3 (Shopping) and D6 (drinks and snacks) A1 (group project), A2 (New creative activities) and A3 (Displaying the work) Units for pupils working on sensory and semi-formal pathway Evidence for these units is collected with the summative sheet for students in year 14. | Catering is an important skill for preparation for adulthood and gives pupils an opportunity to gain credits towards appropriate certification. The art model encourages independence, collaboration and creativity. |
| Work Related Learning Baseline and endpoints | Confidence with adults, with other pupils, complexity of language, engagement in independent learning, enthusiasm and motivation are assessed at the beginning and end of half term block of work-related learning and provide a summative assessment of pupil's development in these areas | These enable progress to be plotted and for staff to identify and plan for areas in which pupils may need support to develop their life skills. |
| Communication | | |
| SSLUETHS | Pupils are assessed against the SSLUETHS criteria, and this is up dated in September, February and July. | This supports progress monitoring and identifying next steps for pupil's |

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| | | communication in line with their speech and language development. |
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| Progression Data | Summative assessments based upon teacher judgement are completed at baseline, assessment window 3 and 6. | These enable progress to be plotted and for staff to identify next steps and ensure the appropriate pitch of lessons. |

Pathway Assessment Correlation

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| | Early Development |
| | Holistic |
| | Lower Sensory |
| | Sensory |
| | Semi-formal |

| | | | | | Nursery | Reception | Working Toward year 1 | Year 1 | Year 2 | Year 3 |
|--|-------------------------------|-------------------------------|-------------------------------|------------------------------------|--|----------------------|--|--|--------|--------|
| Early Development Ranges | Range month 0-12 months | Range 2 12 -18 months | Range 3 18-24 months | Range 4 24-36months | Range 5 36-48 months | Range 6 48-60 months | | | | |
| Holistic and Lower Sensory Development Steps | Step 1 Holistic-lower sensory | Step 2 Holistic-lower sensory | Step 3 Holistic-lower sensory | Step 4 Holistic-lower sensory | | | | | | |
| English and Maths Development Bands | | Band 1-2 | Band 4-5 | Band 6 | Band 8 | Band 10 | Band 11 | Band 16 | | |
| Foundation Subject Development Bands | | | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 | Band 7 | Band 8 |
| Pre-key stage standards | | | Band 4 and 5 PKS1 (R) | Band 6 PKS1 (W) Band 6 PKS1 (M) | Band 9 PKS2 (R) (W) Band 8 PKS2 (M) | | Band 11 PKS3 (R) (W) Band 10 PKS3 (M) | Band 14 PKS4 (R) (M) Bands 13-14 PKS4 (W) | | |
| OCR level 1 judgements | | OCR B2 (R) | | OCR B8 (R) | OCR B9 OCR J3 OCR J4 | | | | | |

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| 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: | |