

## 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 in skills, knowledge and behaviours and towards their Education and Health Care outcomes. 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'*

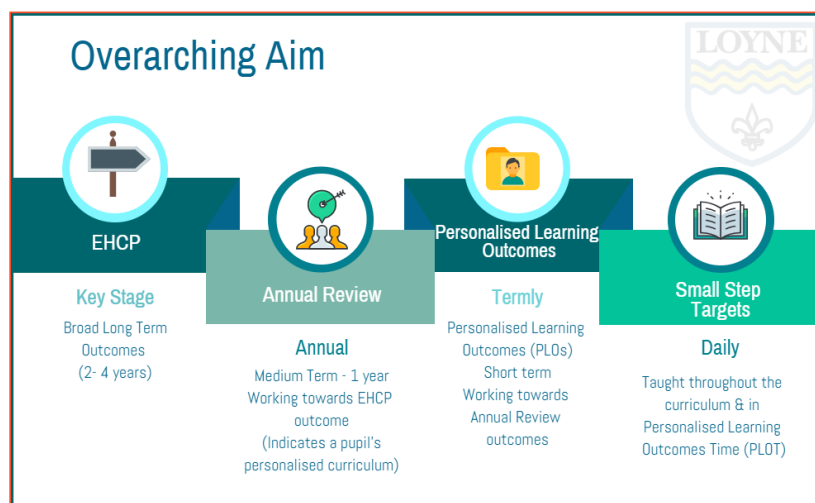
Our approach is continually evolving as we seek ways in which we can demonstrate the individual and unique progress our complex learners make across all important skill sets that will enhance life chances and provide the strongest platform from which they can move further into the community.

### Target Setting

Faculty guides detail the learning intention for the whole school curriculum. Class teachers then derive appropriate foci for each term which are documented on the curriculum guide for the term (class), these then support the writing of personalised [Learning Maps](#) (pupils) which detail learning expectations across the curriculum including any interventions that are taught outside of the classroom environment (e.g. rebound therapy, cycling etc). Also incorporated into pupil's learning maps is their Personalised Learning Outcomes which are derived from their EHCP annual targets.

### Education, Health & Care Plans (EHCPs)

Each pupil in school has an EHCP. 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 learning 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 Evidence for Learning (EfL). Progress made towards these targets are reported through the Annual Review documentation and meetings which are held each year.



Whilst class teachers set annual targets these are checked SLT to ensure an appropriate level of challenge. Pupils accessing the Ocean pathway have a specific learning map to ensure enhanced subject specific coverage. PLOs are also monitored by SLT as part of the school's monitoring cycle.

### 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 pupils learning can be found primarily on Evidence for Learning (EFL) or in pupils learning files.

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. Each pupil's PAP is saved in their folder on the school network and updated annually. These are also tailored to reflect access points – lake, river & ocean.

Summative Assessment	End of Year 1	End of Year 2	End of Year 3	End of Year 4
	2019	2020	2021	2022
<b>B Squared</b>				
Spoken Language	Rec 32% of P6 Exp 38% of P6	Rec 63% of P6 Exp 79% of P6	Rec 26% of P8 Exp 68% of P7	57% Step 4
Reading	72% of P6	38% of P7	44% of P8	73% Step 4
Writing	19% of P6	65% of P6	53% of P7	22% Step 4
Number	65% of P6	78% of P6	66% of P8	50% Step 4
Measurement & Geometry	M 70% of P5 G 50% of P6	M 43% of P6 G 73% of P6	M 70% of P8 G 44% of P8	15% Step 4
Statistics & Probability				50% Step 3
<b>Menu of Assessment</b>				
Word Level	3 word level	3 word level	3 word level	3 word level
<a href="#">Early comprehension checklist (no. of words)</a>				
Derbyshire Language Scheme / Welcomm	Welcomm Section 6 7/10	No data due to school closure	Welcomm Section 7 8/10 Green (42-47 mth) BPVS 76=5.2yrs	BPVS 83=5.6yrs
<a href="#">Phonics Checklist: Blending (phase &amp; set)</a>	Phase 2 recognises most letter sounds but needs support to blend		Phase 3 say: 25/25 recognise: 10/25	Phase 3 consonant digraphs
<a href="#">Phonics Checklist: Segmenting (phase &amp; set)</a>				Phase 3 consonant digraphs
<a href="#">Letters &amp; Sounds HFV: Reading (no. of words)</a>	No data due to school closure		82/100	100/100 239/239
<a href="#">Letters &amp; Sounds HFV: Spelling (no. of words)</a>	No data due to school closure		20/100	78/100 38/239
<a href="#">Bike ability / Pedal Awards</a>			Pedal Award Level 3 2 Wheeler Bike	Pedal Award Level 3
Swimming Awards	Loyne badge 7			Rockhopper3, 10m unaided
Qualification / Accreditation Gained				
<b>Interventions</b>				
Lexia Core 5				YR1 level 5-186 units gained
Language strategies				Talk about programme
PSHCE				Kidsafe
Reading Fairy				2 x weekly

B squared is used for all pupils to record attainment. Pupils in the Early Years Foundation Stage are assessed using Early Steps, pupils in primary and secondary are assessed all subjects taught in our curriculum (although only English & Maths are saved in pupil's PAPs) similarly for students in FE (Steps for Life).

Curriculum Leaders have reviewed the indicators within the assessment materials and any that were not taught within our curriculum have been disappplied.

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

### [Analysing attainment & progress data to inform school improvement.](#)

#### 1. NWSCAG

The Loyne is part of a group of Lancashire special schools collaborating on curriculum and assessment (NWSCAG) who identify end of key stage expectations in English & Maths. Pupil's attainment is analysed against these expectations in order to help identify trends and support school improvement planning.

#### 2. INISGHTS

Data from PLOs is captured on INSIGHTS for learning where class teachers can review progress collectively for their own class and STL can monitor progress against PLOs through school. Data can be collated in a variety of ways in order to support monitoring teaching and learning e.g. progress in PLOs around reading.

Termly meetings are held with class teachers to review their class's dashboard data on INSIGHTS. Where pupils are not achieving as expected this is discussed. The outcome of this discussion will then direct next steps whether it be curriculum planning, timetable organisation, staff training, curriculum adaptation or focussed intervention.

For more information on assessment, please contact Julie McGrath, Deputy Headteacher