

Assessment Policy

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History of Policy Changes/Review

Author: Briarwood School

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Introduction

Introduction

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates the vision, values and aims for assessment when using an adapted curriculum and the specialised approaches required for teaching the pupils at Briarwood.

Due to the adapted curriculum at Briarwood, which is a broad and balanced approach that identifies and meets the variety of needs of our pupils, the curriculum (alongside specialist teaching approaches) provides consistency throughout the school whilst recognising developmental and age-related aspects to learning. Therefore, we have adapted and created assessment systems which accurately and meaningfully allow us to support the progress of our pupils.

The policy document starts with describing the context, vision, values and aims. This underpins the fundamental need for adapted assessment methods to meet the needs of the pupils at Briarwood. It then describes the different forms of assessment that we use at different age milestones and for different subjects.

Rationale

“The commission encourages schools to make the most of the freedom to develop their own approaches to assessment and explore new methods of recording assessment information” (*Final report of the commission on assessment without levels*)

In October 2017, The Rochford Review of statutory assessment for pupils working below national standardised testing set about listing a number of different recommendations. These recommendations were to ensure that pupils working below these levels can demonstrate attainment and progression within schools. In September 2017, the Government responded to the Rochford Review, the main change being the removal of P-levels by 2018-2019 academic year. Briarwood has already made a number of changes to assessment since 2014 and this policy aims to demonstrate how assessment takes place, show alignments with new national expectations as well as providing transparency and expectations for staff.

The government has further announced the engagement model which will replace P levels 1-4 as a method of assessment, at Briarwood this concerns our acorn learners and this policy will give details as to how this model is incorporated into our assessment at Briarwood.

Context

Context

Briarwood school is a special school for pupils aged from 3 to 19. We are spread across five sites; Infants (our infant and early years provision), Juniors, Secondary and Nexus provision. Our Post 16 department is co-located on the Junior site. We have 164 pupils across the age range. At Briarwood we support pupils with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Autism (ASD) and children with Complex Needs.

Many pupils come from the East central area of Bristol though some children come from other areas in the city; our pupils have a diverse mix of nationalities and languages.

The school has approximately 62% pupil premium students from some of the most deprived neighbourhoods in the UK.

Due to the complex nature of the pupils that attend Briarwood, we offer a tailored approach to our curriculum; including academic learning, life skills and Personal, Social, Health and Citizenship Education. Therefore, our assessment systems are in keeping with measuring the progress of pupils through this approach.

Visions, values and Aims

“Enjoy, Engage, Learn”

We believe that Briarwood is a safe, happy and stimulating school that supports pupil’s individual needs. The staff and the school community work hard to ensure that a nurturing approach supports all pupils through their education, providing a bespoke approach to each child depending on their current needs.

At Briarwood all aspects of school life are designed to inspire and engage pupils, through a mixture of a learning curriculum, creative approaches and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning.

Our assessment systems are therefore designed as a meaningful and reflective approach to support teachers in planning the best route for each individual. The overarching vision is that assessment should be used as a supportive measure that allows all progress, no matter how small, to be demonstrated and for each pupil to keep moving forward in their learning, however that may look.

When designing a curriculum that takes account of all aspects of a pupil’s life, the assessment of such learning requires a bespoke approach. In keeping with new legislature and policies, Briarwood has relished the opportunity to adapt the curriculum (and thus assessment) in order to support the needs of the pupils.

‘Removing levels encourages schools to develop approaches to in-school assessment which are better tied to curriculum content and which do not restrict teaching solely to the specific content in the National curriculum, but encourage the wider exploration of subjects which results in higher attainment and greater enjoyment. Similarly, the freedom to choose their own approaches to assessment is consistent with the freedom many schools have to develop and deliver their own curriculum and allows schools to ensure their curriculum and approach to assessment are aligned.’

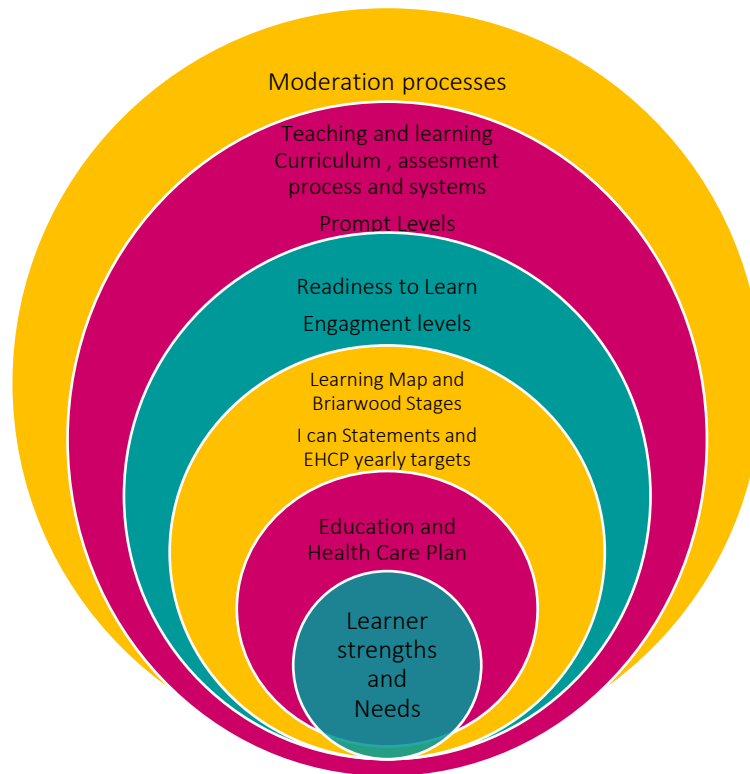
(Final report of the commission on assessment without levels)

As a result, removal of the P scales as a measurement of progression has been adapted at Briarwood School. For the pupils, the new assessment systems provide the opportunity for pupils demonstrate depth of knowledge and understanding. As Ofsted states “As part of pupil’s progress, inspectors will consider the growth in pupil’s security, breadth and depth of knowledge, understanding and skills.” This is especially important where pupils are studying life skills or targets that fall outside of traditional areas.

At Briarwood, assessment aims to:

- Provide a baseline against which to measure attainment and progress in all areas, including the life skills and creative curriculum;
- Identify the learning needs of an individual pupil or group of pupils;
- Inform planning, target setting and interventions;
- Assist with the development of quality teaching strategies which motivate pupils;
- Be accurate, reliable and consistent across the school using a range of evidence and strategies;
- Complies with statutory requirements;
- Gather and capture additional information necessary to provide a tailored education of high quality to all pupils;
- Inform parents and carers of their child’s experiences and achievements;
- Support the identification of barriers to learning and the development of strategies to overcome these.

Assessment



A Summary of Assessment

Assessment at Briarwood requires a multifaceted approach using small step Briarwood stage targets (I can statements), EHCP targets, engagement levels and prompt levels. This multifaceted approach is essential as a single type may not give a full picture of a pupils needs. This approach creates highly personalised data to give a comprehensive picture of pupils' attainment and progress. Briarwood assessment is comprised of formative, summative, moderation and tracking processes using the school assessment processes. Each 'I can' statement is cross referenced with a 1-8 level scale for engagement and prompt levels are recorded and numerically tracked on onwards and upwards programme.

Pupils are reassessed at regular intervals and the numerical data collected at three summative points. This enables the senior leaders to assess progress. This data enables us to set targets for students each year, to have aspirational end of key stage targets for pupils and for data to be numerical tracked as required. Photo and video evidence of learning is collected via photos/videos or observation statements and these are recorded of either Onwards and Upwards for literacy and numeracy or Seesaw, our parent sharing app. This evidence is internally and external moderated in an annual cycle complemented by further external moderation for P16 ASDAN awards and the Learning Journals for the pupils in the EYFS stage.

Assessment is an ongoing, daily activity at Briarwood. Our assessment programme Onwards and Upwards allows teachers to stay abreast of their pupil's attainment through the form of dials (an up to date and constantly changing measure of their progress in relation to a target) which signifies the pupil's progression towards their expected attainment level at the end of their key stage and their Learning Map targets. Progression towards these attainment levels can be monitored on a daily basis using the pupil's assessment trackers and SeeSaw evidence.

New pupils will be baselined on arrival using any previous attainment information on Onwards and Upwards.

Data is analysed to provide information about students' performance and make recommendations for interventions or support.

The current Assessment Software we use is as follows:

- Onwards & Upwards
- SeeSaw

Pupils have Learning Maps generated at the beginning of the academic year which are sent home as a reminder to parents/carers at the beginning of each term. Teachers should provide a breakdown for how they plan to meet each pupils EHCP targets throughout the year and can set further targets should they see fit. These targets are reviewed formally mid-year and at the end of year before reporting takes place.

Learning Outcomes

These refer to any 'I Can...' statements on Onwards and Upwards which the pupils are working on in all curricular subjects (English, Maths) which are measured using linear progression. Please be aware, teachers *can* set these 'I can...' statements as targets if they wish using Onwards and Upwards for support in lesson plans, however, these targets will never be monitored by the Head of Education and Skills and are to support teachers planning only. For the purpose of the new assessment system at Briarwood, these will no longer be known as targets and instead will be referred to as Learning Outcomes.

Assessment for Learning

Assessment becomes formative when the assessment information is used to adapt teaching and learning to meet pupil needs, to make necessary adjustments, such as re-teaching, trying alternative approaches, or offering more opportunities for practice. These activities can lead to improved pupil progress.



Assessment of Learning

Summative assessment is a picture of where a pupil is at a particular moment in time and is carried out periodically, e.g. end of term or key stage. Attainment will be measured through the pupil's journey through the 'stages', which have replaced the P scales on Onwards and Upwards.

Recording

This is how information and levels of achievement are presented in planning and assessment formats which enable us to inform others about an individual pupil's experiences and attainment.

Reporting

This is the documentation that passes information onto another party. See later in the policy for full details about how we report assessments and achievements.

Attainment

The level of performance of a pupil against standardised levels.

Achievement

The development or maintenance of skills relevant to that individual pupil's prior level which may be progressive linear, lateral (maintenance) or regressive.

Progress

The assessed distance a pupil has moved from the baseline assessment, in a given time period, in whichever direction is relevant to the predicted target. Linear or regressive movement, is presented in terms of X% progress or a negative (- %) percent of progress.

It is important that the recording systems used in the classroom or school capture the small but significant steps in learning for individual pupils and recognise the value of lateral progression (maintenance), working at similar objectives in different applications over time.

Fine/Prompt Level

At Briarwood we recognise that pupils often make very fine levels of progress, which we want to celebrate, no matter how small. In order to do this, we use a system of fine levels, which includes monitoring the achievement of a skill across the level of prompting they require, the level of engagement and involvement with a skill and how generalised that skill is. This is a system of 8 levels which supports the progress of pupils with both summative and formative progress. (See later in document for table of fine levels). We use the prompt levels, engagement and generalisation levels in order to assess fine movement within a skill or target.

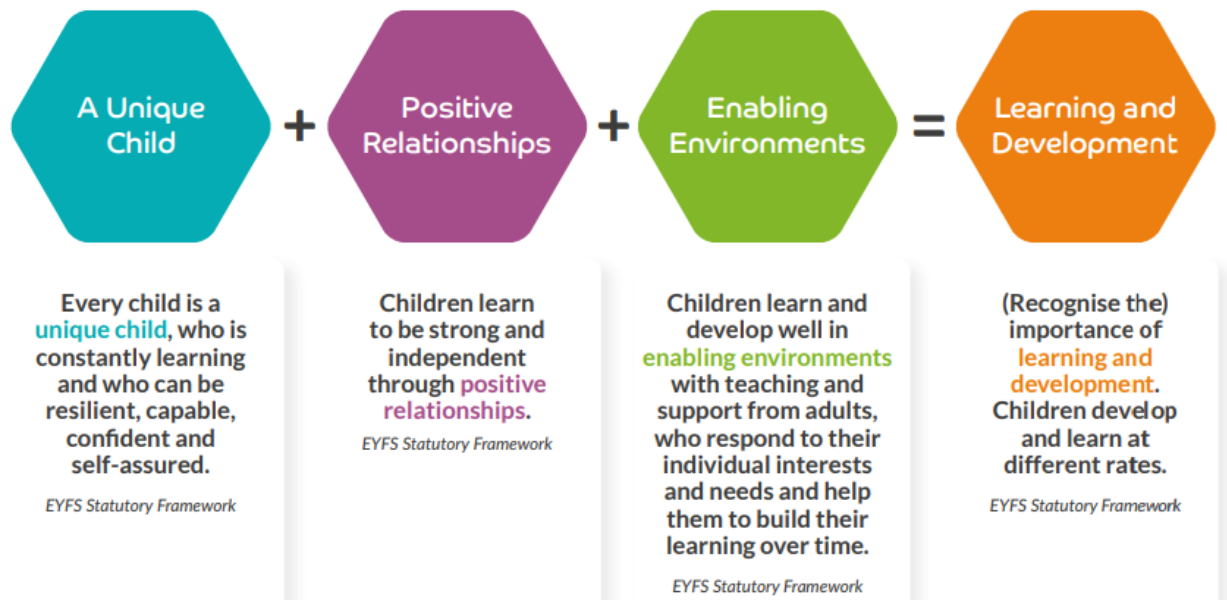
Statutory assessment and changes in legislature

In October 2017, The Rochford Review of statutory assessment for pupils working below national standardised testing set about listing a number of different recommendations. These recommendations were to ensure that pupils working below these levels can demonstrate attainment and progression within schools. In September 2017, the Government responded to the Rochford Review, the main change being the removal of P-levels by 2018-2019 academic year. Briarwood has already made a number of changes to assessment since 2014 and this policy aims to demonstrate how assessment takes place, show alignments with new national expectations as well as providing transparency and expectations for staff.

The government has further announced the engagement model which will replace P-levels 1-4 as a method of assessment. At Briarwood this concerns our Acorn learners and this policy will give details as to how this model is incorporated into our assessment at Briarwood.

Assessment and Reporting in Early Years

The Early Years Curriculum at Briarwood is followed from Nursery through to the end of the Infants phase in Year Two. It is in keeping with the Early Years Foundation Stage (EYFS) expectations.



Briarwood has created our own bespoke curriculum framework, the Briarwood Early Years Stages (BEYS) based on the Differentiated Early Years Outcomes (DEYO), Birth to 5 Matters and a range of current research. It has been developed to meet the needs of our children, allowing monitoring and assessment of pupils in the Early Years to capture the progress of our pupils in fine increments of achievement. Our creative and challenging curriculum had been designed over a 3-year programme to ensure children enjoy and engage in a wide range of learning experiences both inside and outside and adult and child led to achieve their full potential.

Each pupil in the Early Years has an Education and Health Care Plan (EHCP). This sets out targets for them which are long term (lasting around 3 years). From the EHCP targets are broken down into yearly targets, which are then broken down into termly targets in the following areas:

Prime Areas:

- Personal, Emotional and Social Development (PSED);
- Communication and Language (CL);
- Physical Development (PD).

Specific Areas:

- Mathematics
- Literacy

These targets are all monitored through Onwards and Upwards (see Assessment & Reporting of Briarwood Curriculum areas further on in the document).

Throughout the EYFS we plan activities to give pupils learning experiences and opportunities to work towards the Early Learning Goals in all areas (in addition to the subjects above this is; Understanding the World and Expressive Arts and Design). Evidence to support all subjects is gathered and monitored through an online journal (Seesaw) which keeps families up to date with their child's learning and keeps them actively involved.

As a pupil makes progress through a band descriptor, teachers highlight the document in a different colour for each term, showing progress over time (see below for example). This evidence is in the form of high-quality observations, photos and work samples.

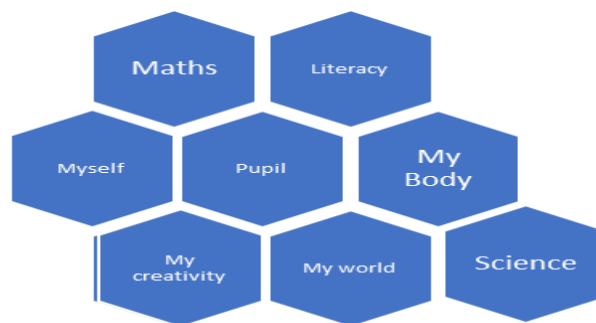
Although the majority of our pupils at Briarwood Infants do not reach the Early Learning Goals at the end of their Reception year and we believe that it is an appropriate developmental approach for our pupils. Detailed meetings and sharing of assessment ensure a smooth transition into the Primary phase of their learning journey.

As well as considering what opportunities we are providing for the pupils, we observe the skills and qualities that pupils need to support them to become successful learners throughout life. We use the Characteristics of Effective Learning to examine the overall development of the pupils. In addition to the standard characteristics of learning we also consider a pupil's emotional wellbeing, using the Bristol framework to support this.

Assessment structure – Key Stages 2 to 4

Dependent on the need of the pupil, the teacher will follow the Pre-formal, Semi-formal or Formal curriculum. The content and balance of each learning area is adapted as required. The processes of formative and summative assessment are the same across all areas.

The table below shows which areas of the curriculum are assessed using our different assessment systems.



Assessment and Reporting of English and Maths (core subjects) in Key Stages 1 – 4

Assessment for Learning

Assessment for learning plays a vital role in ongoing assessment for our pupils, although classes may have own internal systems. We have two statutory requirements consisting of assessment trackers these provide a way of recording pupils progress against 1-3 I can statement over a sequence of sessions (appendix A) and observation evidence posted to parental sharing platform SeeSaw comprising of 5 observations per week towards a learning map or I can target and 5 observations for parents which may be related to assessment or personal development.

Assessment of Learning

All subjects (except RE) are assessed for all pupils using the 'I can...' statements within the Stages using Onwards and Upwards software. The 'I can...' statements pupils are working towards will be known as **learning outcomes**. All teachers are expected to monitor pupil achievements regularly and monitor progression towards learning outcomes, using the Dials to check their pupils are making expected progress. The gaining of skills is measured through an approach which shows percentage progress towards a learning outcomes and teachers also submit evidence at key milestones.

These stages are bespoke to the individual needs of pupils at Briarwood are a means of measuring linear progression, specifically in core curricular subjects. Pupils data is characterised on an individual basis using their own targets, target setting takes place between the head of school and teacher at the start of the academic year and can be broadly guided by our historical data of the student. When it comes to summative assessment of those targets' pupils can fall into five categories: exceeding, expected, working towards, emerging or area of concern. If a pupil is not making expected progress this is discussed at pupil progress meeting following the data drop an individual action plan is formed and the intervention pathway followed as required.

The removal of mid-year and end of year levels for use in formal assessment correlates with the removal of levels in line with the new national curriculum. If the pupils dial dips to making less than expected progress, teachers will be notified and thus early interventions can be put in place to ensure an increase in attainment. Pupil progress is acknowledged to be about change and development. This can be linear (e.g. an increase in skills) or lateral (e.g. a skill practiced in different contexts). However, for some of pupils it is also demonstrated by a change in response or by the maintenance of skills.

At Briarwood we recognise that pupils often make very fine levels of progress, which we want to celebrate, no matter how small. In order to do this, we use a system of fine levels, which includes monitoring the achievement of a skill across the level of prompting they require, the level of engagement and involvement with a skill and how generalised that skill is. This is a system of 8 levels which supports the progress of pupils with both summative and formative progress. (See later in document for table of fine levels).

Summative Assessment Progress Bandings

Bandings					
Percentage Scores		Mastered iCans		Percentage Scores (iCan)	
Name	Band Upper Limit	Name	Band Upper Limit	Name	Band Upper Limit
Area of Concern	-50	Area of Concern	-50	Area of Concern	-50
Emerging	-25	Emerging	-25	Emerging	-25
Working Towards	-10	Working Towards	-10	Working Towards	-10
Expected Progress	5	Expected Progress	5	Expected Progress	5
Exceeded	Infinity	Exceeded	Infinity	Exceeded	Infinity

Briarwood Fine Levels

	Description	Prompt	Engagement / Involvement	Generalisation	Percentage
1	Pupils are present during an experience or activity without any obvious learning outcome, although for some pupils their willingness to tolerate a shared activity may, in itself, be significant	Full Physical Prompt (FPP)	Encounter (E) Encounter / Tolerate	Skill not yet achieved	0%
2	Pupils appear to show awareness that something has happened and notice, fleetingly focus on or attend to an object, event or person	Full Physical Prompt (FPP) / Partial physical prompt (PPP)	Awareness (A) Emerging / Fleeting	Skill achieved once within a familiar routine	0-12.5%
3	Pupils attend and begin to respond, often not consistently, to what is happening, demonstrating the beginning of an ability to distinguish between people, objects, events and places	Partial physical prompt (PPP)	Attention and response (A&R) Consistent interest / curiosity	Skill achieved 3 or more times within a familiar routine	12.5-25%
4	Pupils show more consistent attention to, and can tell the difference between, specific events in their surroundings.	Model (M)	Engagement (EG) Co-operation / supported participation	Skill achieved once in a new context or within a different task	25-37.5%
5	Pupils engage in sharing, taking turns and the anticipation of familiar sequences of events, these responses may be supported by staff or other pupils	Visual Prompt (VS)	Participation (P) Anticipation / Active involvement	Skill achieved 3 or more times in at least 2 contexts or within a different task	37.5-50%
6	Pupils actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of the other pupils.	Verbal Prompt (VP)	Involvement (I) Exploration / Development	Skill achieved once in 3 or more contexts. The skill is reliably repeated but may need refreshing after a break.	50-62.5%
7	Pupils gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experience of the curriculum.	Gestural prompt (GP)	Gaining skills (G) Persistence / Initiation	Skill achieved 3 or more times in at least 3 contexts. Skill shown in a child-initiated context.	62.5-75%
8	Pupils can begin and complete an activity without any prompts.	Independent (IN)	Mastered (M) Consolidation / fully engaged	Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff. The skill is consolidated and maintained over time. It is remembered after a break.	Above 80%

Assessment and Reporting of Other Curriculum Areas (targets) in Key Stages 1 – 4

Assessment for Learning

The Key Stage 3 moving into Key Stage 4 curriculum recognises the need for pupils to move towards a higher proportion of life skills and independence. Our curriculum follows the structure of Key Stages 1-3 with the pre-formal, semi-formal and formal curriculums. All the same subjects are on offer to pupils to access as a teacher deems necessary. This is supported by ASDAN's New Horizons, Transition Challenge or Towards Independence and Workright scheme for all pupils. By using these to enhance the curriculum, pupils will have the opportunity to gain accreditation for their work. There are two levels of Transition Challenge – Sensory, for our most profound pupils and Introduction and Progression for those working a little higher. Some pupils working at a more formal level will use Towards Independence. All students are encouraged to access Workright. This also ensures subject specific learning in English and Maths. On both routes, pupils will continue to have targets set and monitored as per Briarwood curriculum guidelines. These options should be seen as a supportive package to enhance the curriculum as opposed to formulating a curriculum in their own right. There is still an expectation for learning outcome assessment where appropriate.

In line with ASDAN, the achievement continuum is also used for assessment (see Post 16 section). As in the other key stages, teachers use Onwards and Upwards to support their monitoring and assessment as well as building an ASDAN portfolio and using SeeSaw to record the life skills and creative curriculum.

Assessment and Reporting at Post-16

Our Post-16 curriculum builds on the life skills and independence that runs through the curriculum and is a focus of Key Stage 4, providing new opportunities for our pupils.



Pupils participate in a range of courses and activities, building up a portfolio of evidence to support accredited learning at a level to suit their learning needs and ability. Our courses are accredited by ASDAN and include modules to support achievement of awards, certificates and diplomas in Personal Progress, Employability and Personal and Social Development.

Targets are set for each pupil using the individual learning maps. These are taught through our course structure, challenging students in an age appropriate and often vocational context, then mapping that progress through the 'Achievement Continuum' ensuring that we not only monitor which and how many awards pupils are achieving but also through progress within the unit, i.e. moving from experience to engagement and then to independence.

The Engagement Model

'The engagement model is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study.

The engagement model was adapted from the 7 aspects of engagement, which was devised by Professor Barry Carpenter in the DfE-funded Complex Learning Disabilities and Difficulties project in 2011. The engagement model was developed with the support of an expert group involving members of the Rochford Review and using the evidence from an evaluation of the 7 aspects carried out in 2018.'

(The Engagement Model Guidance, July 2020, DfE, p.2)

'The engagement model should be used in conjunction with a school's existing planning, assessment and recording systems to provide a flexible, holistic assessment of pupils not engaged in subject-specific study. It also helps schools ensure that they have high quality teaching, pedagogy and appropriate special educational needs provision in place for their pupils.'

(The Engagement Model Guidance, July 2020, DfE, p.8)

Therefore, at Briarwood, we use the engagement model alongside our own engagement levels listed in more detail in the figure below.

Achievement Continuum

Developmental stages	Stage characteristics	Stage descriptor
1. Encounter	Descriptor Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.
2. Early awareness	Characterised by fleeting attention and inconsistent responses	Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person. Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.
3. Interest	Characterised by more consistent and differentiated reactions	Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects. Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.
4. Supported Participation	Characterised by co-operation and engagement	Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners.
5. Active Involvement	Characterised by recognition, anticipation and proactive responses	Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people. Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.
6. Development	Characterised by remembered responses and intentional communication	Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities
7. Exploration	Characterised by concentration, recall and observation	Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support. Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest.
8. Initiation	Characterised by established responses and conventional communication	Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication. Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods.
9. Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings	Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results. Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings
10. Application	Characterised by the application of skills, knowledge, concepts and understandings	Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.

Moderation

Pupil work is moderated internally, this happens six times per year and gives teachers a chance to ensure their judgements are accurate and respond to feedback. A bank of moderated work is available for teachers to use at any time to check their judgements.

Work scrutiny

Work Scrutiny takes place three times per year and is moderated by Head of school and the Heads of Education and Skills. It provides the opportunity to triangulate summative data against our assessment for learning and check sessions are fulfilling our curriculum intent. Feedback is shared with teachers and governors.

Feedback and Marking

Feedback is an essential part of the learning process for pupils including teaching self-evaluation skills. All pupils are made aware of the expected learning objectives in each lesson and feedback during the lesson and at the end takes the form in a celebratory form that focuses on the new learning i.e. stars with new learning put on pupils star chart etc.

For 5-15% of pupils, discussion about next steps is appropriate. It is essential that all staff, whether teachers or learning support feedback to each other about the progress made by the pupils. This supports the development of next steps and assessment of skills.

Marking

‘Ofsted recognises that marking and feedback to pupils, both written and oral are important aspects of assessment. However Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in prompting learning’

Ofsted Handbook, 2015

For 80-90% of Briarwood pupils who are non-readers, written feedback from an adult is inappropriate and tokenistic. However, work needs to be regularly annotated as part of the assessment process to inform next steps and show level of support given.

Our marking policy is currently being developed based on guidelines from our recent Ofsted Inspection, but is based around entering key learning into our software systems.

Assessment of other areas

At Briarwood, we value the progress made by pupils in all areas of their lives. These may not be directly linked to the curriculum or seen as traditional in nature, however we have mechanisms to capture this progress and measure the outcomes of any intervention. Some of these include:

Area	Assessment / progress	Further information
Behaviour	<ul style="list-style-type: none"> Reduction in behaviour frequency. Reduction in severity of behaviour. Reduction in physical interventions. Change in type of behaviour interventions. 	<ul style="list-style-type: none"> Behaviour policy Mid and end year behaviour reports
Attendance	<ul style="list-style-type: none"> Increase in attendance. 	<ul style="list-style-type: none"> Attendance policy Mid and end year attendance reports
Specific interventions	<ul style="list-style-type: none"> Measured using stages, Briarwood fine levels or achievement continuum. Support to achieve other targets. 	<ul style="list-style-type: none"> Interventions profile Individual pupil records and case studies.
Physiotherapy & hydrotherapy	<ul style="list-style-type: none"> Measured using My Body targets. Anecdotal and teacher assessments of range of movements and access to learning. Increased engagement during learning. 	<ul style="list-style-type: none"> Interventions profile Pupil case notes and medical records
Music therapy	<ul style="list-style-type: none"> Measured using the stages, My creativity targets, sounds of intent framework and summative statements. Individualised targets set by music therapist. Engagement with learning 	<ul style="list-style-type: none"> Interventions profile Pupil case notes.
Speech and Language therapy	<ul style="list-style-type: none"> Measured using the My Communication curriculum and Briarwood assessment tool. SALT reports and assessments 	<ul style="list-style-type: none"> Interventions profile My Communication curriculum Curriculum areas termly reports.

General Reporting

Pupil/student progress is reported through formal and informal ways.

Informal	Formal
<ul style="list-style-type: none"> • Home/school diaries • Talking to parents in school/on the phone. • By liaising with multi-professional team 	<ul style="list-style-type: none"> • Onwards & Upwards – formative • SeeSaw – summative • Assessment trackers • Learning Maps • EHCPs & Learning Pathways • End of Year curriculum reports • Parents evening/consultations

At Briarwood, we report on a wide range of sub-groups of pupils. These include;

- Cohorts – PMLD, SLD & ASD
- Age ranges – Early Years, Key Stages 1, 2, 3 & 4, Post-16
- Gender
- Pupil Premium status
- English as an additional language
- Black and minority ethnic
- Looked after children
- Vulnerable Plus (see Vulnerable Plus rationale for more information)

Governors receive formal, in-depth reports based on data analysis at mid-year and end of year milestones, however ongoing conversations and updates termly.









The EHCP and the annual review are the most important and formal opportunity for the school to report to parents, however we provide opportunities throughout the year for parents to meet with teachers about their child's progress.

Assessment Tracker

Pupil: _____ **Assessment Tracker** **Term 3 (2022 2023)**

English Target & Stage

Target: _____ Challenge: _____

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Monday	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English Target								
Feedback								
Next Steps for Challenge :								
English Target								
Feedback								