

Progress and Assessment

Some background information

Woodfields is a school that caters for a very wide age range and ability range. For this reason we have more than one assessment system in place, to ensure that we are able to record, track and report on the progress made by all pupils.

In recent months and years we have also found it necessary to alter these assessment systems and create some of our own methods due to the government agenda about assessment without levels. We are no longer told exactly how to measure progress, with National levels to compare to, and have the freedom to measure progress in a way that is suitable for our pupils. We have worked hard on this and been involved in a lot of work with other complex needs schools in the county to ensure we have some consistency in Norfolk.

Our assessment systems

We have 4 systems of assessment for the main groups of pupils. That is, we assess differently for:

- Those pupils who have profound and multiple learning difficulties
- Pupils in the Early Years and Foundation Stage
- Pupils in our upper school – e.g. Key stage 5
- All other pupils who do not fall into these categories (e.g. Key Stage 1, 2 and 3)

It is important that we assess these pupils in different ways because their needs differ, as does their curriculum, as does our understanding of the progress that we would expect from them. For example, we have designed our own assessment system for those pupils with PMLD that works alongside their very different curriculum which focuses on sensory progress, physical progress, and social progress as well as more traditional areas like communication and problem solving.

Our older pupils are working towards leaving school, perhaps moving on to college and being more independent so we use assessment systems for them that both reflect this and enable them to gain meaningful accreditation that they can take with them into adult life.

The majority of our pupils are assessed using our own PMLD assessment system or our in-house assessment system – Student Progress and Achievement Tracker (SPAT).

The Assessment Process

All class leads (including teachers, instructors and higher level teaching assistants) are responsible for assessing all the subjects that they teach. Every subject is assessed so that we can see progress in areas such as music, art and Physical Education just like we can for the more core areas of English and Maths. Assessment is also vital for informing how we plan and teach our pupils, and is the only way for class leads to ensure that they know what the next steps for each individual pupil should be.

Data for the core subjects (which we consider to be English, Maths and PSHE/Citizenship) is recorded at key points in the year so that we can track progress towards targets, spot potential concerns and give additional support where this might be needed.

Target Setting

The school sets individual End of Year targets for all pupils, for all subject areas and strands. Teachers set these using their professional judgement. We also require teachers to break these End of Year targets down into interim targets for Autumn and

Spring, for English, Maths and PSHE/Citizenship, to enable them to track progress towards End of Year targets and spot any issues early. There is an opportunity during the year to amend End of Year targets should pupils be making better than expected progress or achieving less well due to circumstances such as time off school for medical reasons.

Moderation

In order to moderate our assessment and ensure that our levels are accurate, we regularly moderate samples of work with other schools in the Norfolk Special Schools Trust. This is done using the Norfolk Assessment Pathway (NAP) which directly corresponds to our in-house assessment recording system (SPAT).

Reporting Progress to others

Reporting to parents

Progress is reported to parents through the annual review process, the End of Year reports and via parent/teacher interviews. Progress discussed in the annual review tends to be very focused on areas from the statement whereas the End of Year reports tends to be more about the academic progress seen.

Reporting to Governors and Local Authority

Every Year at our first full governors meeting, we present information about assessment and progress, inviting questions and challenges from the governors. Prior to this meeting each governor receives a summary report regarding progress from the previous academic year and the offer of a copy of the full report which will be presented at the meeting.

The report that is produced draws on the questions set out in the county governor 'workbook'.

Data is also shared with the local authority as we currently have a statutory duty to report EYFS scores and end of Key Stage levels for all pupils who are at the end of Key Stages 1 and 2.