Chadsgrove Curriculum: Assessment

Principles of Assessment at Chadsgrove

Assessment at Chadsgrove School is used to support learning, celebrate achievement and inform planning for next steps. Assessment approaches are carefully matched to pupils' learning pathways, recognising that pupils make progress in different ways and at different rates, and that progress is not always linear.

Across all pathways, assessment is:

- personalised and rooted in pupils' Education, Health and Care Plan outcomes
- primarily formative, used to inform teaching and learning
- ipsative, measuring progress against each pupil's own starting points
- supported by a wide range of evidence, including observation, work samples, photographs and videos
- recorded and tracked using the school's online assessment platform, SOLAR

Assessment Across the Curriculum

Assessment at Chadsgrove is designed to reflect the wide range of learning needs across the school and is carefully matched to each curriculum pathway. Different approaches are used depending on how pupils engage with learning and demonstrate progress, ensuring that assessment remains meaningful, personalised and purposeful at every stage.

Across the school, assessment may draw on:

- developmental frameworks (for example Routes for Learning and Chadsgrove P Steps)
- observational approaches (including the Engagement Model)
- milestone-based assessment systems
- externally accredited qualifications, where appropriate

This structured approach ensures a clear progression from early engagement with learning through to subject-specific learning and, where appropriate, accredited outcomes.

Assessment by Curriculum Pathway

Adventurers Pathway

Pupils following the Adventurers Pathway are typically in the Early Years and are learning through play, exploration, relationships and the development of early communication and interaction skills.
Assessment is undertaken using the **Early Years Support Framework**, which supports staff in building a detailed picture of each pupil's development across the prime and specific areas of learning. All pupils have an individual **Learning Journey** that documents ongoing progress towards personalised targets and learning intentions.
Assessment information is gathered through structured observation and play-based activities and is used to identify strengths, emerging skills and next steps.

Discoverers Pathway

The Discoverers Pathway is designed for pupils learning through sensory experiences. Learning focuses on early communication, thinking, physical development and building consistent responses through meaningful routines and interactions.
Assessment is primarily informed by **Routes for Learning**, an assessment tool specifically designed for pupils following a sensory curriculum. Pupils progress through the Routes for Learning Routemap, with individual targets set within the areas of cognition and learning, communication and interaction, sensory and physical development and social and emotional development. Targets are closely linked to Education, Health and Care Plan outcomes and aligned with pupils' current Routes for Learning band.
As pupils are not accessing subject-specific learning, progress is assessed using the **Engagement Model**. The Engagement Model enables staff to identify and record small but significant steps of progress within the areas of exploration, realisation,

anticipation, persistence and initiation. This approach ensures that assessment recognises how pupils are engaging with learning rather than what they are producing.
Evidence of progress is gathered through photographs, videos and professional observation, which are collated into individual **Learning Evidence Files** in PowerPoint format.

Explorers Pathway

Pupils following the Explorers Pathway continue to develop communication, independence, choice-making and social interaction and may begin to show emerging readiness for more structured learning.
Individual targets are set within the areas of cognition and learning, communication and interaction, sensory and physical development and social and emotional development. Targets are aligned with Education, Health and Care Plan outcomes and linked to the Areas of Recording within the **EQUALS Informal Curriculum Assessment**.
Progress is assessed through ongoing formative assessment, with a focus on communication, independence, problem-solving, relationships and engagement. As pupils are learning through a personalised and holistic curriculum rather than discrete subjects, the **Engagement Model** is used to identify and record progress across exploration, realisation, anticipation, persistence and initiation.
Evidence is gathered through photographs, videos and staff observations and collated into **Learning Evidence Files**, which are saved as PowerPoint presentations.

Navigators Pathway

Pupils following the Navigators Pathway engage in semi-formal learning that bridges experiential learning and subject-specific study. Assessment within this pathway recognises the non-linear nature of learning and prioritises the development of meaningful skills over coverage of content.
Assessment is undertaken using **Chadsgrove Navigators Steps**, which are based upon the MAPP (Mapping and Assessing Personal Progress) Semi-Formal Curriculum milestone statements. These steps support assessment and planning by helping staff identify significant skills across the areas of communication, cognition and personal development.
The milestones are organised across multiple areas to reflect the holistic and non-linear nature of learning and to highlight individual learning profiles rather than fixed pathways of progression. Numbering is used to support reference and progression discussion rather than to imply linear movement.
Learning intentions are informed by the milestones and are personalised to reflect each learner's strengths, needs, interests and motivations. Learning is delivered through a relevant and engaging curriculum, with tasks designed to be achievable with appropriate support and scaffolding while allowing opportunities for exploration, safe mistakes, independence and problem solving.
Progress towards targets is recorded in relation to independence, fluency, maintenance and generalisation. **MAPP-informed milestones** are used as part of pupils' formative assessment, and individual assessment records directly inform future lesson planning.
Evidence of progress is recorded through work folders, photographs and video evidence, which are collated in **Learning Evidence Files** saved as PowerPoint presentations.

Pioneers Pathway

Pupils following the Pioneers Pathway are engaged in subject-specific learning but may be working below the age-related expectations of the National Curriculum. Assessment within this pathway reflects both subject knowledge and the development of key learning skills.
Assessment within this pathway is primarily undertaken using Chadsgrove P Steps, which provide a structured framework for pupils who are not yet working at expected National Curriculum Key Stage standards. These steps support the assessment of emerging subject knowledge and key concepts within subjects such as English, Maths and Science, while allowing for highly personalised learning pathways.
Chadsgrove P Steps begin at Step 5, reflecting the historical P Scale structure in which earlier steps captured learning below Pre-Key Stage Standard 1. Pupils working below this level continue to be assessed using non-subject-specific approaches such as the Engagement Model, Routes for Learning and MAPP.
Within the Pioneers Pathway, pupils typically progress from P Step 5 to P Step 10, with progression carefully tailored to individual pupils' needs, recognising variability in development, 'spiky' profiles, and the importance of considering the whole child within a personalised curriculum.
Across this range, pupils develop early and emerging subject-specific skills, applying learning with increasing understanding and support, but not yet demonstrating the consistency, independence or fluency associated with age-related expectations.

Chadsgrove P Steps are informed by the Pre-Key Stage Standards and align broadly with them to support shared understanding and consistency of judgement. The table below shows an indicative comparison only, recognising that pupils' development does not follow a linear progression; this comparison is not a direct equivalence and is used for professional understanding only:

Pre-Key Stage Standard	Chadsgrove P Steps Reading/Writing	Chadsgrove P Steps Maths
Standard 1	P5	P5
Standard 2	P6-7	P6-7
Standard 3	P8-9	P8-9
Standard 4	P10-12	P10-11
Standard 5	P12-15	P12-14
Standard 6	P16	P15-16

The Chadsgrove P Steps provide a developmental framework but are not intended to represent a ceiling on progress. As pupils become more secure in their learning and demonstrate increasing independence, assessment approaches are adapted to reflect the most appropriate next stage of development.
This progression is typically seen within Pioneers 3, where pupils who have reached approximately P Step 10 may begin to transition towards accredited learning, working towards accredited Entry Level qualifications, such as WJEC Entry Pathways and Functional Skills. Entry Level qualifications provide a recognised framework through which pupils can demonstrate the application of emerging literacy and numeracy skills in structured, functional and context-based ways.
The move to Entry Level represents a deliberate shift from developmental, step-based assessment towards evidencing learning against external qualification criteria, where progress is demonstrated through supported tasks, practical activities and accumulated evidence over time. This approach allows pupils to continue progressing, achieving and developing confidence within accredited learning, while still building on their foundational subject knowledge.
Assessment within the Pioneers Pathway is supported by the use of Assessment Trackers, which ensure consistency in formative assessment across subjects. These trackers are used to monitor progress over time and to inform planning, intervention and next steps in learning.
Progress is evidenced through a combination of work in books or folders, alongside photographic and video evidence where appropriate, ensuring that a broad and accurate picture of each pupil's learning is maintained.
For pupils working towards Entry Level qualifications, assessment is undertaken in line with the specific criteria and requirements of each qualification. Evidence is gathered over time to demonstrate achievement of outcomes, supporting accurate and reliable accreditation.

Horizons Pathway

The Horizons Pathway supports pupils in the post-14 phase through a personalised curriculum aligned with the Preparing for Adulthood framework. Assessment approaches reflect the differing purposes and learning models within Horizons Connect, Horizons Living and Horizons Aspire, ensuring that progress is captured meaningfully and supports effective preparation for adult life.

Horizons Connect

Students in Horizons Connect typically transition from the Discoverers Pathway and continue to access a sensory-informed, experiential curriculum within a post-14 context. Assessment builds on established approaches, using Routes for Learning alongside the Engagement Model to recognise small but meaningful developments in how pupils engage with learning across exploration, realisation, anticipation, persistence and initiation. Evidence is gathered through professional observation, supported by photographs and video, and collated into individual Learning Evidence Files in PowerPoint format.

Horizons Living and Horizons Aspire

Pupils following Horizons Living and Horizons Aspire access a range of accredited courses and structured programmes focused on the development of independence, life skills and employability. These may include qualifications such as Functional Skills, OCR Life and Living Skills and the AQA Award Scheme.
Assessment for accredited learning is conducted in line with the published unit and qualification criteria for each course. Progress and achievement are evidenced through course-specific candidate assessment records, which are used to support accurate assessment and effective delivery of the curriculum, as well as paper based exam assessments. This approach ensures that assessment is robust, purposeful and clearly focused on recognised outcomes that support pupils' preparation for life beyond school.

Use of SOLAR

Across the curriculum pathways, pupil progress is tracked using SOLAR, the school's online assessment platform.

For each assessed step or learning intention, teachers assign a judgement to indicate the pupil's stage of achievement:

- Emerging
- Developing
- Secure

SOLAR also enables staff to upload or link to supporting evidence such as observations, photographs and video clips. This ensures that assessment judgements are well evidenced and supports internal moderation and discussion about progress.

Data Collection and Review

At the end of each term, assessment data is reviewed to enable progress to be tracked over time and to inform planning, intervention and provision. For pupils joining the school, **baseline assessment is undertaken on entry**, drawing on a range of evidence including previous reports, professional discussion and initial observations. This enables staff to establish an accurate starting point, identify strengths and needs, and place pupils within the most appropriate curriculum pathway.

As pupils move through the school, the ongoing assessment process supports staff in developing a clear and holistic understanding of each pupil's strengths, needs and future aspirations. This ensures that provision remains responsive and that pupils are supported within the most appropriate curriculum pathway, preparing them effectively for life beyond school.

