



Chadsgrove Curriculum: Assessment

Adventurers Pathway

Pupils are assessed using the Early Years Support Framework.

All pupils have a Learning Journey that documents the ongoing progress that they are making against their personal targets. Early Years assessments are also recorded using the school's online assessment platform, SOLAR.

Any pupils attending on an assessment place will begin the process of statutory assessment once staff have built up a detailed understanding of their needs. Statutory assessment will take place no later than the end of the Autumn Term prior to the Reception Year.

Discoverers Pathway

Pupils' progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils following a sensory curriculum. Each pupil will progress through the Routes for Learning 'Routemap'. Individual targets will be set in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical development and Social and Emotional development. These targets will be set in line with pupils' EHCP Outcomes, as well as linking closely to the numbered steps on their current Routes for Learning Band.

Pupils' progress towards meeting their targets is recorded using the Engagement Model, which allows small steps of progress to be recorded in the areas of exploration, realisation, anticipation, persistence and initiation.

The Engagement Model is used as part of pupils' formative assessment; future lesson planning is guided by pupils' individual assessment records.

Videos and photographs are used to demonstrate the progress that pupils make in pupils' 'Learning Evidence' PowerPoint presentations; these are linked to the school's online SOLAR site, which evidences their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary, in order to ensure that all pupils reach their full potential.

Explorers Pathway

For pupils following the Explorers Curriculum Pathway, individual targets are set in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical development and Social and Emotional development. These targets are set in line with their EHCP Outcomes, as well as linking closely to the Areas of Recording set out in the EQUALS Informal Curriculum Assessment documentation.

Pupils' progress towards their individual targets is recorded through ongoing formative assessment, focusing on areas such as communication, independence, problem-solving and social interaction. The Engagement Model is used to identify and record progress across the areas of exploration, realisation, anticipation, persistence and initiation.

Progress is evidenced through photographs, videos and staff observations, which are collated into PowerPoint presentations ('Learning Evidence Files'). Termly summative assessment is recorded on the school's online system, SOLAR. This enables progress to be monitored over time and supports staff in identifying when interventions or changes to provision are needed, helping each pupil to achieve their full potential.

Navigators and Pioneers Pathways

Chadsgrove Progress Steps are used to measure and track the progress of pupils in these pathways. The Chadsgrove Progress Steps utilise levels 4-8 of the previous P Levels, 'bridging' levels developed by local special schools and the expectations for Years 1 and 2 of the National Curriculum.

All classes use Assessment Trackers to support consistent formative assessment. These trackers are central to the assessment process and are used to monitor and record progress in each subject area. Progress is further evidenced through work recorded in books or folders and/or through photographic and video evidence, tailored to meet the individual learning needs of each pupil. Together, these approaches provide a comprehensive picture of progress and inform planning for next steps in learning.

Pupil progress is tracked using the Chadsgrove Progress Steps on SOLAR. For each step, teachers assign a star to indicate the pupil's stage of achievement: Emerging, Developing, or Secure. In addition, teachers can upload contextual information such as observations, photographs and video clips to provide evidence and support moderation.

Pupils in Key Stage 4 and 5 who are accessing accredited courses will be assessed according to the criteria for each individual course. This may include recording on SOLAR if this is appropriate. Alternatively, course specific candidate assessment records may be used if this is the most effective way of supporting pupils and teachers with the delivery of the subject.

The Data Spreadsheet

At the end of each term, data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential.

As pupils progress through the school, the assessment process will allow a clearer picture of their future goals to emerge. This means that pupils can then be supported to work within the appropriate curriculum pathway for their future beyond school, with clearly defined aims. These may include preparing pupils for the next stage in their education, such as by following an accredited course, or supporting pupils in taking their place in community life, ensuring that they have the means to communicate their needs and preferences to those around them.

Statutory Assessments

The following statutory assessments are in place:

- Baseline Assessments
- Early Years Foundation Stage Profile
- End of Key Stage 1 Assessment
- Phonics screening checks at Years 1 and 2 (as appropriate)
- End of Key Stage 2 Assessment

Accreditations

Pupils may be working towards the following accreditations

- Art – GCSE and Entry Level
- English - Functional Skills and Entry Level
- Humanities – Entry Level
- Computing – Entry Level
- OCR Life and Living – Entry Level
- Maths – Functional Skills and Entry Level
- PE – Entry Level and Sports Studies
- Science - Entry Level

