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Chadsgrove Curriculum:   
Assessment

**Early Years Pathway**

Early Years pupils are assessed using the Early Years Support Framework. Early Years assessments are recorded using SOLAR. All pupils also have a Learning Journey that documents the progress that they are making against their personal targets.

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.

**Pre-Formal Pathway**

Pupils’ progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with Profound and Multiple Learning Difficulties. 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, where appropriate.

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; 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.

**Semi-Formal and Formal Pathways**

Chadsgrove Progress Steps are used to measure and track the progress of pupils on the Semi-Formal and Formal Pathways. The Chadsgrove Progress Steps utilise levels 4-8 of the ‘old’ P Levels, ‘bridging’ levels developed by local special schools and the expectations for Years 1 and 2 of the National Curriculum.

Chadsgrove Progress Steps for each subject area are on SOLAR and teachers complete ‘stars’ against each of the steps. Each step has 3 stars – one for emerging, one for developing and a third for secure. Teachers are also able to add contextual information, which can include photographs and video evidence, in order to support with moderation.

Pupils’ progress is evidenced by work in books or folders and/or photographic and video evidence, as appropriate to the learning needs of each pupil. Assessment Trackers may be used to support teachers’ formative assessment.

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, all assessments will be transferred on to the data spreadsheet.

For pupils on the Early Years Pathway, Routes for Learning and Chadsgrove Progress Steps, data from SOLAR assessments will be used for this.

For pupils accessing accredited courses, teacher assessment data will be used and these will be colour coded based upon whether a pupil is on track to reach their predicated outcomes.

**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 will 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

As pupils progress through the school, the assessment process will facilitate a clearer picture of their future goals. This means that pupils can then be supported to work towards an appropriate 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.

**Pre-Formal**

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