Fiveways School
Assessment Recording and Reporting Policy

Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
2 yearly	October 2026	Samantha Ensor	October 2028

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver	Agreed at meeting	16.10.26
Head Teacher	Swavek Nowakiewicz	Agreed at meeting	16.10.26

Details of Policy Updates

Date	Details
June 2022	Policy updated
Nov 2023	Policy updated with new EfL information & linked to appendices.
April 2024	Policy updated to clarify assessment for EYFS.
October 2026	Minor updates to formatting

Fiveways School

A Specialist School for 'Communication & Interaction'

Assessment, Recording & Reporting Policy

"What does a good life look like for me now and in the future?"

This policy should be read in conjunction with:

- Curriculum Policy
- Teaching and Learning Policy

School Aims

- ✓ To create a happy and secure learning environment rich stimulation and challenge
- ✓ To ensure all members of the school community can grow in self-esteem and develop to their full potential
- ✓ To provide developmentally related experiences responding to pupils' individual needs
- ✓ To provide pupils with an education appropriate to the world beyond the classroom
- ✓ To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions, and giving them more control over their lives

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This policy is written with particular reference to the following documents:

- The Rochford Review: Final Report
- Assessment without Levels: Qualitative Research
- Pre-key stage 1 Standards
- Pre-key stage 2 Standards
- The Engagement Model
- Early Years Foundation Stage

Rationale

Assessment should be used to acknowledge and celebrate pupils' achievements and progress, no matter how small or how long it takes. It must be in a form that is useful and meaningful to reflect highly personalised learning and enables teachers to effectively plan future Personalised Learning Goals (PLGs) and curriculum experiences. Assessment must "measure what is important" so is primarily focused on our specialist curriculum areas related to the specific strengths and needs of pupils with severe, profound and multiple learning disabilities (SPMLD).

Recording and reporting are carried out in ways that enable us to identify and share progress, strengths and needs, specifically focused on these PLGs, for a range of purposes and audiences e.g. pupils, parents and carers, Governors and Local Authority.

Aims
Assessment, recording and reporting enables:

Pupils to:
- Recognise, celebrate and take pride in achievements no matter how small.
- Share their achievements with others.
- Recognise areas to be developed.
- Be involved in planning their own future learning, as far as meaningfully possible.

Teachers to:
- Have a clear and detailed knowledge of each pupil's strengths and learning needs.
- Plan meaningful, realistic and achievable PLGs and lessons for individual pupils and groups
- Have a baseline and expected outcome against which to measure achievement and progress.
- Celebrate, share and report progress with pupils, parents / carers and others.
- Make relevant and effective contributions and decisions for Annual Review.

Parents and carers to:
- Know how their child is progressing.
- Be able to support and encourage at home.
- Participate in celebrations of progress and achievements.
- Make relevant and effective contributions and decisions for Annual Review.

The school to:
- Provide continuity and progression.
- Provide and analyse progression data for individuals and groups.
- Be reliable and consistent across the school in use of evidence, strategies and moderation.
- Contribute to effective transitions.
- Comply with statutory requirements.

Personal Learning Goals (PLGs)
The title Personal Learning Goals reflects school's commitment to a personalised approach to teaching and learning. These PLGs focus on what is most important for pupils now and in the future, building on prior learning and learning outcomes from their Education Health Care Plan (EHCP) and most recent EHCP review. An annual analysis of Strengths and Needs is carried out using these documents, previous year PLG progress and other supporting evidence such as assessments and reports from professionals and families. From the strengths and needs analysis PLGs are identified with baselines and expected outcomes set annually. Each of those annual PLG outcomes has a number of 'milestones', which provide more specific and measurable outcomes to be assessed during the year. In recognition of differing complexity of need the number of PLG milestones set for each pupil may vary. For example, pupils with the most complex PMLD have fewer milestones whilst pupils able to access more subject specific learning have more milestones. PLG milestones are not linear or hierarchical in recognition that pupils with SPMLD make progress in different, often lateral ways and progress may fluctuate over time; indeed some pupils may not make progress so the focus will be on trying to maintain skills and knowledge. PLG milestones are written as "I can…" statements to focus on positive approaches and recognition of achievement. They may be taught through any aspect of the school day and curriculum; our philosophy is that every activity is a teaching and learning opportunity.

It is important to note that PLG milestones do NOT represent everything that it is taught. They sit alongside Fiveways curriculum as the personalised priorities for learning 'now' and are therefore priorities for assessment.

Core Early Years PLGs:

- Personal, Social & Emotional Development
- Communication & Language
- Physical Development & MOVE (Moving & Handling)
- Physical Development & MOVE (Health & Self Care)
- Literacy
- Mathematics

Core Main School PLGs:

- My Communication
- Language & Literacy
- Numeracy / Sensory Cognition
- Learning for Life
- Myself & Others
- My Body

16 – 19 (6th Form) PLGs:

- Communication
- Work
- Independent Living
- Community
- Health

Assessment and Recording Models

An annual cycle of planning and assessment provides the framework and timeline (Appendix 5). Two main forms of assessment are carried out:

'Summative' assessment is carried out at fixed points in the school year to assess pupil progress for both PLGs and statutory curricular requirements. Statutory assessment requirements for each key stage are published by the DfE and the school complies with all these requirements.

- For pupils engaged in subject specific learning statutory assessment is carried out for English and Maths using the Pre-Key Stage Standards at the end of Key Stage 1 and Key Stage 2. Additionally, this may include phonics and multiplication tables assessments.
- For pupils not yet engaged in subject specific learning statutory assessment is carried out using the Engagement Model and at the end of Key Stage 1 and Key Stage 2 it is reported which pupils are assessed using the engagement model.
- For pupils in the Early Years statutory reception baseline assessment is carried out by week 6 of starting in school and the EYFS profile at the end of the year.
- For all pupils, Evidence for Learning 'Insights' is used to provide personalised summative data of PLG milestone progress from baseline to expected outcome.
- For pupils Year 1 to Year 11, annual teacher assessment of progress on Fiveways Curriculum Phases is completed.

'Formative' assessment is in the form of ongoing observations and evaluations during the school day and reflective termly pupil progress meetings. This formative assessment identifies progress, gaps and misconceptions for PLGs and curriculum goals both in the moment and over time,

making teaching and next steps planning more responsive and effective. **Quantitative data and single numbers do not adequately describe the spikey profiles and progress of pupils with SPMLD** so our model predominantly uses qualitative data and narrative to gain a holistic and meaningful picture of pupil progress. For example, it enables us to capture, understand and respond to:

- The complex, unique and often inconsistent way pupil progress.
- Pupils unique and vastly differing starting points.
- Even the smallest, lateral steps of pupil progress as well as linear.
- Pupils whose responses vary across different times of day, between different days, with different people and in different contexts.
- Pupils whose progress plateaus or regresses temporarily, over extended periods or permanently e.g. because of a medical condition or emotional / behavioural challenges. Appropriate next steps would then be to maintain skills and concepts or slow the decline.
- Pupils who do not easily generalise what they have learned and need to be taught the skill or concept in differing contexts with differing equipment and communication methods to ensure they are able to use the skill more widely.

Early Years: Based on information from EHCP, pre-entry planning meeting and professional reports etc. the teacher does a strengths and needs analysis to inform initial child centred planning and "settling in" PLG milestones. During their first 6 to 7 weeks in school children are then continuously and formatively assessed so that meaningful and accurate PLG milestones can be confirmed. These are reviewed and updated again as appropriate during the autumn term.

Our internal school formative assessment model tracks progress in three key ways:

- Prompt codes (Appendix 1) to demonstrate progress in terms of reduced prompts and increased self-scaffolding / independence. There are 10 prompt codes to provide both qualitative and quantitative data.
- CAS - Continuum of Achievement Scale (Appendix 1) to demonstrate progress on a scale identifying skills and concepts as emerging, developing embedding, secure / maintained and generalised. This also has a 10 point scale to provide quantitative data in addition to the qualitative data.
- Level of Engagement. There are 5 areas: exploration, realisation, anticipation, persistence, and initiation. These are not linear and there is no quantitative score, rather levels of engagement related to PLGs are identified in flexible, holistic ways. (Appendix 2)

Achievement and progress are recorded using a combination of paper based and Evidence for Learning app. The assessment evidence gathered for these records includes:

- Annotated pupil work
- Observation and witness statements
- Photographs
- Visual and audio recording

Evidence for Learning app provides opportunity for greater collaboration between school and home (parents / carers) to share and contribute evidence of experience, achievement and progress in different contexts.

Pupil Progress Monitoring

Pupil progress is formally reviewed each term in several ways including:

- Individual teacher pupil progress meetings.

- Joint teaching, learning and assessment meetings.
- Joint evidence of learning moderation meetings.

These activities provide opportunity for analysis of evidence and data to celebrate, challenge and support the assessment and progress of pupils. They identify priorities for next steps planning and those pupils who may need additional support / intervention or alternative strategies.

Pupil Progress Records

For each pupil there is a record of achievement and progress which includes:

- Evidence captured on the Evidence for Learning app. in the form of a journal.
- Progress assessment and data summary.
- Fiveways Curriculum Phases tracker.
- Moderated samples of Evidence of Learning.
- Reports collated and submitted as part of Annual Review contributions.
- Other achievements and "starry moments".

Marking and Feedback

At Fiveways 'marking' (Appendix 4) includes some annotation of pupil work, however work is predominantly practical and concrete in nature and pupils require other more meaningful methods. To reflect this, "marking" includes immediate feedback to pupils, observation, and witness statements in Evidence for Learning to:

- Maximise the likelihood of making a connection with what they have done.
- Ensure marking and feedback is clear, relevant, and useful to them.
- Encourage engagement and further effort. (Ref. Engagement Model)
- Celebrate their achievements.
- Give clear guidance for all staff.

And as appropriate:

- Understand next steps / how to improve.
- Encourage reflection and awareness of learning from mistakes.
- Develop resilience to constructive suggestion for improvement.

How do we give meaningful feedback to pupils?

Research from the EEF demonstrates high quality feedback, verbal or written, can improve outcomes for pupils. For most pupils at Fiveways, effective feedback needs to be immediate, in the moment and very clearly related to the PLG milestone, curriculum learning goal or other 'special moments' of learning. Feedback must be given at an appropriate communication level for pupils to understand (Appendix 3). For pupils with PMLD this means emphasis on responsive imitation, modelling and reflecting back through body language, gesture in addition to any verbal, object of reference, symbols, and signs. For pupils with SLD this means verbal and visual feedback supported by total communication systems to promote the greatest understanding of their achievements and next steps. There are a few pupils working at Fiveways Curriculum Phases 4, 5 or above who, over time, could use feedback to monitor and regulate their own learning and the learning of their peers.

As pupils develop understanding they are supported to identify the learning goal they are working on and have made progress toward or achieved. They also engage in shared celebration of peer achievements, individually or as part of whole school "Star of the Week".

How do TAs give feedback to teachers about pupil achievement and progress?

A key part of ensuring consistency across the school is accurate annotation and recording. Evidence of progress towards PLGs is captured using Evidence for Learning app. Each member of staff should gather a minimum of one piece of evidence per day. All evidence should include the context and types of prompts or support using the agreed prompt codes and may include the level of pupil engagement. These key annotations are noted on evidence capture in the comments section. The same terminology should be used when providing verbal feedback to the teacher. Additionally, post-its and stickers may be used to provide immediate or interim feedback.

Reporting

At Fiveways reporting happens in several informal and formal ways including:

- Home school communications to report on and share celebrations, achievements or needs e.g., Link book, letter, phone calls, email, school comms.
- Internal reporting of pupil assessment data. This is compiled using evidence capture and "Insights" in the Evidence for Learning app. This approach allows us to assess and report using some quantitative data but more importantly provides a qualitative narrative in a format that provides meaningful evidence of progress against PLGs and outcomes in EHC Plans.
- Evidence for Learning family app to share PLG milestone evidence and achievements with parents and carers. Unless otherwise agreed, two pieces of evidence are shared from school each week and we encourage families to respond and share evidence of achievements at home.
- Settling in Review reports on progress and proposed PLGs for pupils new to the school in liaison with parents and carers.
- 'Meet the Teacher' in the autumn term to report on progress and liaise with parents and carers to plan for the coming year.
- Annual Review of Education, Health and Care Plan (EHCP) reports on progress towards PLGs and EHCP learning outcomes. This is carried out using Person Centred Planning (PCP) approaches as appropriate to the individual pupil and their family. Reports and supporting evidence are then reported to the LA via the Professional Portal identifying outcomes and any required amendments.
- Termly reporting to Governors on pupil progress as part of the Heads report.
- Statutory reporting to Local Authority and Department for Education as required e.g., reception baseline, Phonics Screening, Multiplication Tables Check, Pre-Key Stage Standards and Engagement Model for Key Stage 1 & 2 during summer term each year. The Standards and Testing Agency advise annually on any changes in relation to this statutory assessment and reporting.

Moderation & Evidence of Learning

Collated evidence of learning and assessment of progress are moderated internally through a schedule of annually published teacher meetings. Moderation focuses on ensuring staff agree on sufficiency of evidence and interpretation of pupil progress. Samples of evidence are moderated so that all pupils are included in the moderation over the academic year. Moderation is conducted in a supportive but challenging manner where comments and recommendations are made about good, strong evidence, consistency, and areas for improvement. As appropriate teachers may need to amend the evidence and assessment. Outcomes of moderation may also result in staff CPD sessions to refresh and improve evidence gathering, recording and assessment practices across the school. Evidence of Learning is collated in Pupil Progress records.

Pupils are not compared with one another as their strengths and needs, starting points and PLGs are different meaning comparison is not a useful or effective exercise.
Internal moderation and evidence are externally moderated by leaders, including from the SEN.SE group of schools as part of external verification visits.

Awards and Accreditation:
A range of both nationally recognised and specialist awards and accreditation are used flexibly and in personalised ways throughout the school e.g., Signalong, MOVE, AQA unit award scheme both at pre-entry and entry level, Duke of Edinburgh and personalised school awards.

Key Stage 4 & 6th Form
The school has carefully chosen accredited programmes that meaningfully recognise achievements for pupils with SLD and PMLD and reflect our preparation for adulthood curriculum ethos "What does a good life look for me now and in the future?"

AQA Unit Award Scheme
The awards are planned as a 'flight path' based on the strengths and needs of each pupil and the phase they are working within. Evidence is moderated internally before submission for external moderation and award. Pupils start AQA awards work in upper school, one per term. In sixth form learners continue and extend their AQA awards work.

Duke of Edinburgh Award
Pupils can undertake programs leading to a Bronze and Silver Duke of Edinburgh's Award. These have been carefully adapted and agreed to by the awarding body to provide activities that are meaningful and challenging for pupils with SPMLD whilst still meeting the criteria for each of the areas required for accreditation.

Functional Skills: Pre-Entry and Entry Level
Following curriculum evaluation entry level certificates and functional skills assessments have been identified as extension options for any pupils in Key Stage 3 or above if they are achieving Fiveways Phase 5 or above in literacy and numeracy.

Celebrations

- **Star of the Week Assembly:** A school celebration of achievement and progress within the previous week.
- **Half-termly Celebration Assembly:** Star awards and certificates are awarded each half term for particularly notable achievements and progress.
- **End of Year Celebration & Leavers Assembly:** This celebration includes presentation of awards and cups to pupils who have made the most significant progress over the year. Many of the awards have been donated from Governors and parents of former pupils. It is also an opportunity to reflect on and celebrate the school life of pupils leaving school.
- **School website**
- **Home School link books:** In addition to sharing essential information and guidance the home school link books are used to précis pupil experiences, challenges and celebrate achievements each week.
- **Meet the Teacher Event:** This is an annual event held in the first half of autumn term to review and celebrate pupils settling into school and/or with new pupil and staff groups.

- **Annual Open Evening:** An informal evening for family and friends to celebrate progress and achievements of their own child, share in wider celebration of pupils across the school and meet all the professionals involved in the education and care of pupils. It is also a chance for our 'new families' to see the wider school and for us all to congratulate our leavers.
- **Seniors' Presentation Evening**
  This takes place towards the end of summer term, involving pupils in key stage 4 and 6th Form who have completed all or some modules of awards and accredited programmes, work-related learning placements and other learning. It includes an informal gathering of pupils, family and friends to look at portfolios over some light refreshments and a more formal celebration where achievements are acknowledged, and certificates awarded. It is an opportunity for pupils to dress-up, celebrate and share with their family, friends, and the school community in an adult manner.

Records of Achievement and Experience

- 6th form pupils have portfolios which contain evidence, awards and celebration of achievements.
- All pupils have a progressive record of achievement and experience through Evidence for Learning and the family app. This celebrates pupil experiences, achievements, and progress throughout the year.
  The record is not a statutory requirement, but the school values it because it:
  - Celebrates success and increases pupil motivation.
  - Includes pupils' personal input to create it.
  - Allows sharing of pupils' achievements with parent carers and transition placements.

Equal Opportunities

At Fiveways School, we recognise that pupils have widely different abilities, strengths and needs across the whole school. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil and achieve this by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks with a varying degree of challenge, some children not completing all tasks.
- grouping children by ability and setting different tasks to each ability group.
- providing resources of different complexity.
- Targeted and flexible deployment of teaching assistants to support individuals or small groups.

Pupils of all abilities have the opportunity to develop their knowledge and skills:

- Through planned curriculum progression throughout their school career
- By providing increasing curriculum and PLG breadth and challenge relevant to their individual, changing strengths and needs as they move up through the school.

APPENDIX 1: Fiveways Prompt Codes & Continuum of Achievement Scale

Prompts and reduction of prompts are based on increasing independence, preparation for adulthood and life beyond school (not levels of cognition). They are a way of demonstrating progress as prompts change and reduce. There can also be progression in the reducing number of times prompting is needed and the contexts in which it is needed e.g. having learned one task with minimal prompts or self scaffolded they may need prompting to complete a similar task in a new context, with different materials or staff (Generalise the skill).

"Scaffolding Framework" used as a reference point (Bosanquet P, Radford J and Webster R (2016)

1) **ER Encountered**
   Experience, support or prompt offered but pupil does not engage, refuses or rejects. (How?)
2) **SE Sensory Experience**
   Pupil shows some response to a sensory experience e.g. hearing, touch, sight, taste, smell, movement (What reaction or response?)
3) **PS Physical Support**
   Pupil is passive or resists support e.g. someone touching, holding or helping to move (What?)
4) **PH Physical Help**
   Proactive, co-active action e.g. pupil makes an attempt to do it with you or continue (What?)
5) **M Modelled**
   Someone models, demonstrates or shows the pupil how to do it before they try
6) **CT Concrete**
   Pupil is directly presented with prompt e.g. object of ref, photo, picture, symbol, written word, musical cue
7) **CX Context**
   Pupil notices and uses cues from the context, situation & people around them
8) **GH Gestural Help**
   Pupil is helped by someone using hand signals, pointing or other gestures
9) **SH Spoken / Signed Help**
   Pupil is given vocabulary specific signed and/or spoken help
10) **SS Self Scaffolded**
    Pupil finds own strategy or resource to do independently; no help needed or they ask for help appropriately

"Must dos" for writing feedback / pupil achievements

- Dated & initialled
- Link feedback directly to pupil learning goals or curriculum goals
- Clearly state pupil achievement and progress not just a description of the activity
- Clearly state level of support using prompt code(s) and brief comment if required
- "Starry Moments" capture learning & achievement in addition to PLGS - part of broad balanced curriculum

A quality comment in EfL includes the following:

- Language of the PLG milestone or curriculum goal
- What they learned / achieved? (Not just the task)
- How you know e.g. what did you see, hear, notice that shows learning took place?

- Reference to tags used e.g. prompt codes and Engagement Model
- If learning was in an activity or context that was familiar or new

Continuum of Achievement Scale									
NOT YET	**EMERGING** Observed on one or two occasions Limited accuracy & in one context		**DEVELOPING** Observed intermittently with increasing purpose & accuracy in at least one context		**EMBEDDING** Observed with increasing accuracy & consistency in more than one context. May need refreshing after a break		**SECURE MAINTAINED** Consolidated & maintained over time. It is familiar & remembered after a break		**GENERALISED** Maintained & consistently used in different or unfamiliar contexts with different or unfamiliar people and resources
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

APPENDIX 2: ENGAGEMENT MODEL - 5 AREAS SUMMARY

EXPLORATION

- Notice something happens
- Interest and curious in it e.g. notice or reach out
- Motivated by it
- Builds on initial reaction e.g. to resource, environment, activity, people
- Explores the same stimulus or activity in different contexts

REALISATION

- "Light bulb moment" – I can do something!
- Interacting / exploring something seen before; perhaps in different ways
- Remember & show preference within short session
- Recognises it e.g. object, activity, person
- Purposeful, deliberate interaction within a session
- Show they want control of the stimulus / activity
- Does the same or uses skills in a different context or environment

ANTICIPATION

- Predict, expect or associate a stimulus / activity in familiar activities or routines e.g. what will happen next?
- Anticipate familiar activity is about to start or finish by interpreting cues or prompts e.g. what they see, hear or feel
- Understands cause & effect e.g. if I do X, this will happen.
- Using memory & known sequences
- Remember and transfer across different sessions, days

PERSISTENCE

- Sustain attention in stimulus or activity for long enough to actively find out more, continue learning or complete
- Determined effort to achieve desired outcome
- Intentional changes in behaviour to make it happen e.g. posture, gaze, action
- Maintain activity long enough to develop and reinforce learning and achieve desired outcome

INITIATION

- Act spontaneously and independently
- Start an interaction or activity without waiting for prompt or direction
- Developing independence / self-scaffolding & autonomy across a range of subject

APPENDIX 3: How do we give meaningful feedback to pupils?

PMLD

- Respond immediately, in the moment
- While doing the activity
- Use familiar communication system
- Imitate
- Intensive Interaction approaches
- Repeat / do it again
- Facial expression
- Body language
- Tone of Voice
- Touch or movement
- "Model without expectation" - Show or Model the correct response
- Label what they are doing with a word or phrase (use their same word or phrase)
- Use "now and next"
- EfL Family app: Take home to share with family so they can celebrate, repeat, model

SLD & greater understanding

- Respond immediately in the moment
- While doing the activity
- Use familiar communication system
- Verbal / tell them
- Signing & Symbols
- Communication boards with symbols e.g. key learning vocabulary
- Show / model
- Repeat, do it again
- Photos & Videos
- "Model without expectation" - Show or Model the correct response
- Use "now and next"
- Personal recordable device of achievements / praises to take away and replay
- EfL Family app: Share with family so they can celebrate, repeat, model
- Write and send home

**Remember that praise "Good, well done" etc. is not specific so be clear for what e.g. good counting, well done you…*

What do we give feedback about?

- Strengths "Can dos"
- Challenges or difficulties
- Engagement
- Personal Learning Goals
- Curriculum Goals
- "Wow" moments
- Prompts used (standardised across the school)
- What next or what else
- What worked or didn't work
- What we notice about they are feeling e.g. Mood, physical wellbeing or health

Appendix 4: "Marking", Feedback & Recording Additional Guidance

"He chose…"	Number of choices? How did they choose? E.g. Glanced, eye pointed, reached, stilled when it was presented, frowned/smiled when presented.
Eye Pointed *(Quite a complex process)*	This means: - Looked at objects(s), pictures, symbols etc. - Then looked at one (chosen) - Then looked at adult to confirm choice
Physical Support Physical Help grading *(Refer also to Prompt Codes)*	Full physical prompt to complete action, may be passive or resist Co-operated – didn't resist your physical help Co-actively – they actively moved / assisted in the action, you are guiding more than moving Intermittent – you support, remove, support…
Verbalised Vocalised	Spoken words Made sounds or attempted letter / word sounds (what?)
Responded to Reacted to	How? E.g. What body language, gesture, facial expression, vocalisation, words, signs, communication system, behaviour?
Liked Wanted more Interested	How do you know? What was the response that showed this? E.g. Smiled, stilled, wide eyes, turned towards, maintained eye contact with, sustained looking at, reached, held, leaned toward, kept hand there, "happy" vocalisation... Other body language?
Disliked Wanted to stop or finish	How do you know? What was the response that showed this? E.g. Frowned, refused to touch/hold, pulled away, hand withdrawn, turned away, shuddered, looked away, refusal to look, wide eyed but fearful, cross or upset vocalisation... Other body language?
Uninterested	How do you know? What was the response that showed this? Refusal to look at, refusal to hold, hand withdrawn, vacant blank look, no change in previous body language or activity.... Other?
Engaged *Refer to Engagement Model*	In what way? For how long? Gives sustained & consistent attention to adult or activity e.g. By looking, listening, touching, following with eyes etc
Participated	How? Fully, intermittently, occasionally, consistently?
Copied or imitated	What? With any support or prompt?

APPENDIX 5: Annual Planning & Assessment Cycle



summer



term

Personal Learning Goals (PLGs)

and milestones planned for the new academic year



autumn



term

Planning & Assessment Cycle

2-3 Week Settling In & Assessment Period

- Settling in to new classes; discrete focus on Learning for Life & Myself & Others.
- Rapid assessment against PLGs planned for the new academic year, based on previous PLG assessment.
- Any adjustments to new PLGs to refer back to & build on end points of previous PLGs as evidenced in EfL

Gather Evidence of Learning via:

- Progress towards PLG milestones
- Evidence for Learning



all year

Ongoing Assessment of Progress to Inform Teaching

- Evaluate EfL evidence
- Data drop x2: PLG progress measures - Continuum of Achievement Scale (CAS) & Prompt Codes
- Assessments e.g. phonics, reading, maths
- Statutory Assessments e.g. PKSS, Engagement Model, phonics screening

Analysis of Evidence & Data via:

- EfL Insights progress for PLGs
- Pupil Progress Meetings
- Termly Moderations
- External moderation / verification

Strengths & Needs Analysis

Based on key sources of information:

- EHCP, Person Centred Plan / Annual Review of EHCP
- PLG milestones progress: Evidence for Learning (EfL)
- Statutory Assessments e.g. Pre Key Stage Standards (PKSS), Engagement Model
- Curriculum developmental progressions
- Communication & Interaction profile
- Learning Support Plan
- Behaviour & incident reports
- Teacher observation and judgement
- Pupil Voice
- Parent carer views
- Therapy & other professional reports