



# Assessment and Achievement Statement

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Governor Responsibility: Quality & Outcomes Committee

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## 1. Assessment and Achievement

At Heltwate we recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of our pupils.

All pupils at Heltwate School have an Education Health Care Plan (EHCP). We appreciate that all of our learners are unique and are at very different starting points within their academic journey. They all need different learning targets to develop their skills at different points. That is why no one single assessment tool fits our pupils. The assessment frameworks must be flexible to meet the need in recording a pupil's individual strengths and the next steps needed to progress.

It is very difficult for us to compare outcomes for the whole school cohort. Learning and target setting is personalised to each pupil - every child is unique in their learning experiences. Target setting is based on the individual pupils EHCP long term outcomes and builds towards 'Preparing for Adulthood' expectations.

The assessments at Heltwate vary depending on which Curriculum Journey the pupil is on. A number of 'frameworks' can be used to assess pupils in addition to the EHCP tracker, for example, Heltwate Academic, for academic curriculum areas, (which tracks-Age Related Expectations, in line with the EYFS/NC framework). If a pupil is not ready for subject specific learning, then we track using one of the Heltwate Independence, Classroom Organisation and/or Self-Care frameworks. The Framework/s a pupil is assessed upon is decided on an individual basis and should support the learner in noting meaningful achievement and show progression within school and the wider school community. We believe that the assessment of pupils' achievements and progress should be a story- how much an individual pupil has achieved in any given time period, e.g. a term, a year, Key Stage and overall time at Heltwate School.

At Heltwate, we use [Earwig](#) as our platform for monitoring pupil's achievement. This cloud-based software which has been personalised by Heltwate School allows all professionals who work with pupils to capture the learning achievements through observation and assign these to the individual pupil's targets. These targets are either important soft skills targets (skills for life), academic targets or targets linked directly to the EHCP outcomes set each year. In some cases, particularly when pupils join our school, the outcomes on the EHCP are not specific enough (SMART) to meet the

priority needs of a pupil. Where this is the case teachers will reform the targets set in conjunction with all parties and work to these. These targets can then be updated at the next annual review.

The quantity of evidence that a class has will vary, but the majority of classes could make several daily records. The range of evidence that can be used to record a pupils' individual targets can come in many forms, including but not limited to:

- Videos- showing evidence of learning and achievement.
- A short annotation from the adult working with the pupil on how the pupil achieved the target
- Photos- showing a skill, knowledge or understanding being used (which was achieved in the session), or work completed by the learner
- Observations from visiting professionals e.g. Physiotherapist
- SLT - they can add evidence that may be captured during learning walks.

Any achievements made by the pupil/s are celebrated daily and often at the time. This way we can try and help the learner to understand what he or she is doing. Teaching staff use a range of instant feedback techniques to celebrate progress seen. Where pupils learning is on paper, marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. (See our Literacy Policy for detailed information.)

Achievement is continuously logged by class staff and other professionals against individual learning targets. Pupil Progress dialogue conversations happen formally three times a year, line managers conduct these meetings and talk about the impact of the curriculum upon the learners in the classroom. In addition, they quality assure evidence against objectives, discuss future targets, achievements of pupils and identify if any barriers to learning are present and what if any intervention is required.

Information from these meetings is evaluated, key children who are a concern are identified, closer scrutiny of these pupils is made in between meetings.

Quality Assurance of pupil targets and achievement takes place on a termly basis by the line manager of the pathway. Teachers, class leads, and subject leaders come together to review each other's evidence against the personalised target to ensure that the evidence provided is sufficient to meet the outcome. This is recorded to track a pupil's learning journey.

Quality Assurance with external professionals takes place with other schools through the Federation of Leaders in Special Education (FLSE).

Local Authority moderation takes place as required, looking at levels of pupils writing, reading and achievements towards the Early Learning Goals in Reception.

Pupils in Key Stage 4 pupils are assessed against the Heltwate academic skills and against, formally recognised accreditation and/or certificates of achievement in core subjects of English and Maths, and Life skills. This extra layer of achievement ensures the pupils are working towards a personalised outcome and this is uniquely mapped to their level of ability.

Class leads and teachers predict what each pupils' end of Year 11 outcomes will look like during the start of the Autumn term in Year 10. These are entered onto our online platform, Earwig, and shared with parents. Parents and pupils are well informed when applying for (Post 16) college placements. These targets are continually reviewed by the Deputy Headteacher and Exams Officer alongside the class teacher/lead. Once the relevant work (evidence) is completed, it is compiled, logged against the corresponding unit on Earwig and sent off for external moderation.

Pupils in Key Stage 5 are working on an individually mapped curriculum route linked to Preparing for Adulthood Outcomes (PfA). The curriculum and proposed accredited predictions are set by the class lead/teacher, based on the pupils ability levels, and overviewed by the Deputy Headteacher. These predictions are inputted directly into our online assessment tracker, Earwig. A pupils' progress is assessed against their individual predictions. As the pupil's work is completed (evidence), it is recorded against the certificates of achievement and accreditation they will leave Post 16 with.

The range of qualifications we offer at Key Stage 4 and 5 are as follows;

AQA unit awards

OCR Life and Living Skills

Arts Award

ASDAN Personal Progress

ASDAN My Independence

This data is analysed and reported at the end of an academic year along with the whole school data to key stakeholders and Governors.

## 2. Reporting to Parents

Earwig allows us to give parents access to their own child's learning journey.

They can see records, observations and reports of their child. We encourage parents to make comments and to upload their own evidence taken at home to celebrate achievements so that an open dialogue can be had about their child's personal achievements.

Reports to parents are given verbally at parents' evenings twice a year in the Autumn and Spring term. This is a chance for the parents to discuss their child's achievements so far and discuss their next steps. A comprehensive written report is provided each year for the EHCP annual review meeting, and this is where new / existing targets are agreed and evaluated.

A short-written report along with progress is provided for each child at the end of the summer term. A written update is provided to parents after each formal data collection period, (January, June). Levels of Effort and Engagement are also reported home via a scoring system (1-5), each half term. All reports are written in a clear, straightforward manner and are personal to the child.

Within the academic year parents are informed about the following:

- How their child is performing in relation to their past achievements.
- Attendance
- New/existing performance on academic and social targets
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How parents/carers can help at home.
- Whether the child is happy, settled and behaving well.

Parents are invited to discuss their child's progress informally at any time throughout the school year and are welcome to see their child's work and discuss matters arising with the class teacher at a mutually convenient time either by phone or in person.

At Heltwate data is statutorily reported annually to the Local Authority/ Department for Education (DfE) and parents at the end of: -

- EYFS
- Year 1 Phonics Screening Test / Retaken in Year 2 if not met standard
- Year 2
- Year 6

Because our pupils are not working at age-expected levels for the test we are able to dis-apply our pupils from the KS1 and KS2 SATs.

### **3. Responsibilities**

All School Staff, Teachers and Class Leads

- All new staff are given training on our assessment systems and are mentored through by another colleague to ensure consistency of tracking.
- All staff in colour group classrooms have a working knowledge of the pupil's individual targets
- All staff are expected to contribute to evidence gathering, capture progress when appropriate and record this on our online platform, Earwig.
- All Teachers and Class Leads will have an overview and understanding of how their pupils are progressing and be able to talk confidently at the Individual Class/Pupil Progress meetings of their achievements
- All Teachers and Class Leads must justify judgements made and supply evidence to show reasoning behind decisions for moderation and tracking purposes.
- All Teachers and Class Leads (with input from other professionals), are able to review achievements made at a pupil's EHCP annual review, suggest appropriate new targets if required in line with their next steps and future aspirations.

Senior Leadership Team (SLT)

- SLT support Class Leads through Individual Class/Pupil Progress meetings
- SLT analyse and produce report for external professionals (Local Authority, Governors, DfE)
- SLT ensure that Quality Assurance happens across the school
- SLT supports and monitors the process of setting targets to ensure there is a high level of challenge.