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## *Progression & Assessment*

### **Introduction**

Progression in Maes y Coed is non linear and unique to each learner. Our students progress in different ways and in their own time. The process of progression is a cyclical one, offering our learners the opportunity to return to learning, refine and consolidate their skills and then apply them across the different areas. Progress is measured by capturing the “wow” moments – often very small steps and is integral to the planning process. Assessment for learning is used to plan the next steps and to ensure the learners are suitably challenged. Learners are encouraged where appropriate to talk about their progress.

Maes y Coed uses B-Squared and Routes for learning to assess learners, and Evisense to show the individual learning journeys of each student. Older students work towards formal accreditation with learners gaining certificates from Agored Cymru and Equals, with the view to developing a wider suite of qualifications in the future.

This policy helps:

- **pupils to:**
  - recognise and take pride in their own achievements,
  - recognise areas and skills that need to be strengthened,
  - become involved in planning their own future learning,
  - record their own achievements and share these with others.
- **staff to:**
  - have a knowledge of each pupil’s particular abilities, skills and understanding,
  - plan future learning targets for individual pupils and groups of learners.
  - plan future teaching through evaluation of materials, resources and strategies.
- **the school to:**
  - provide continuity and progression within school, to home and beyond.
  - evaluate effectively whole school curriculum planning and practice,
  - meet statutory requirements.
  - provide data.
  - contribute to effective transitions.
- **parents/carers to:**
  - know how their child is doing,
  - be aware of how best to help and encourage at home, participate in celebration of achievements.



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## Definitions

### **Assessment**

Assessment is an integral part of the teaching and learning process and reveals what a pupil knows, understands and can do. It provides for future planning. It involves making judgements about the nature and quality of pupil's work and achievements on the basis of clear criteria.

### **Recording**

Noting and keeping quantitative information about a pupil's learning, performance and achievements.

### **Reporting**

Providing accurate and meaningful information about progress and achievements to pupils, parents and professionals.

### **Aims of Assessment**

- To increase the use and consistency of assessments within the schools and to use the information to inform teaching and planning, thus raising standards of achievement for each pupil.
- To ensure that pupils' work is evaluated using agreed and consistently applied criteria.
- To serve the requirements of the National Curriculum programmes of study, testing and examination syllabus requirements, the ALN Code of Practice and any other pedagogical aims that are important to the schools.
- To ensure that assessment arrangements are manageable and effective and are used by all to inform future teaching and planning therefore enabling continuity and progression in the schools.
- To ensure that pupils' work is regularly and effectively responded to so that they are provided with supported feedback about their performance.
- To ensure that the arrangements are manageable and effective in monitoring the progress of individual pupils.
- To inform parents and other professionals of a pupil's progress
- To ensure the pupil's achievements are recognised, shared and celebrated and in turn that the school's effectiveness is demonstrated and recognised.

### **Forms of Assessment**

**Formative** assessment takes place across the whole range of curriculum experiences; it focuses on the whole child not just on areas of impairment. It involves the pupil and should take into consideration unfamiliar people/environments. It should be evidence based but manageable and is used to identify progress and the need to re-evaluate targets. Formative assessment recognises the positive achievements of pupils on an on-going basis and informs planning.

**Summative** assessment records the overall achievement of pupils in a systematic way. It takes place at the end of a unit/module/year/key stage. It uses standardised



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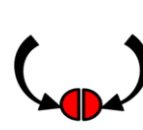
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materials and is moderated to make comparisons and ensure consistency. It is also used to evaluate the effectiveness of the school's curriculum and leads to recognised accreditations / qualifications at Key Stage 4 and Key Stage 5.

The process of assessment is supported by a number of key principles.  
To provide effective support in the classroom, assessment should:

- Be integral to the processes of curriculum planning, teaching and learning.
- Take account of previous levels of pupil performance and be capable of detecting any significant changes.
- Indicate learning successes and identify weaknesses.
- Focus on learning processes as well as learning outcomes.
- Be based upon criteria that are clear and precise.
- Be objective and consistent.

### Organisation

- Pupils at Ysgol Maes y Coed are working between Routes for Learning and Curriculum for Wales. This information does not effectively demonstrate our pupils' substantial efforts to acquire additional skills and knowledge during their school life.
- External assessment – eg. psychologists, SALT, OT, health etc adds to the broader picture of our pupil's profiles therefore adding to the quality of the teaching and learning process.

### Assessment for Learning (AfL)

Assessment for Learning is the process of finding out where learners are within a learning continuum, where they need to go and how best to get there.

AfL is incorporated into teachers' planning. Lessons are evaluated and the next step planned for each pupil. All pupils are encouraged to contribute to their achievement and progress in learning.

Pupil achievements are celebrated with them and others in class times and during assemblies.

Assessment for Learning:

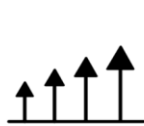
- is part of effective planning
- focuses on how pupils learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for self and peer assessment
- recognises all educational achievement



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## Records and Record Keeping

Teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways:

- teacher's planning and observations
- pupil's work
- teacher's notes
- photographic and video evidence
- reading tests
- individual BSquared planning profiles
- end of year pupil reports
- PCR meetings
- IEPs
- RfL Routemap
- Meeting minutes

## Reporting

At Ysgol Maes y Coed, we value and encourage open communication with parents and with other professionals. The majority of families access Class Dojo to maintain written communication between home and school settings and will include comments about the experiences / activities offered to their child on a daily and/or weekly basis, along with comments relating to progress and reactions to the experiences and activities. For those who do not access Class Dojo, Home School Communication books are still utilised.

Parents may make an appointment at any time to discuss any aspect of their child's progress or well-being as well as attending formal meetings e.g. Parents' Evening, PCR meetings, Care and Support reviews.

Any reports on pupil progress should be an accurate statement of the achievements of pupils. They should have a clear format and written in readily accessible language.

They should be given regularly to parents and conform to the statutory requirements. Parents as far as possible should be involved in this process encouraging a team approach to pupil's education.

## IEPs

An individual education plan is a working document, useful to all staff working with pupils and constantly at hand: it should be a working document and used to record progress of pupil targets. IEPs are written and reviewed 3 times a year. Targets are derived from the PCR meeting and make take the form of Outcomes.

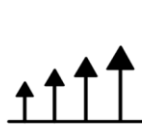
- targets should be SMART – specific, measurable, achievable, realistic and time-related so that everyone can see when each one has been met
- wherever possible, the pupil should be involved in the setting of targets.
- targets should be written in jargon-free language and clear to all concerned – not least the pupil.



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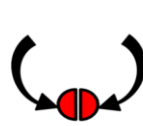
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- teaching / behaviour management strategies are described with details of who will deliver them, when and where necessary resources are listed. There is a date for review.

### ***PCR / Transition Plan.***

Each pupil at Ysgol Maes y Coed holds a Person Centred Review that is undertaken annually. There is an established rolling programme for PCR's. Parents, social workers, therapists and other agencies involved with individual pupils are invited to PCR. A copy of the PCR paperwork is issued to all stakeholders prior to the PCR.

The review should ensure that:

- Outcomes in the statement / IDP are being met.
- The pupils' needs are reviewed regarding placement, resources, relevant curriculum provision, modification or disapplication from aspects of the curriculum (with relevant substitutions where necessary)
- Any new targets are established for future educational provision.
- The statement / IDP is relevant in view of the pupil's performance during the previous year.
- Transition Plan. The Code of Practice recognises the need for a change of focus in the review of pupils from Year 9 onwards. This review must include a Transition Plan thus bringing together all agencies involved with individual pupils.

### ***Annual School Report.***

Reports are sent home to parents/carers of each pupil during the Summer Term.

Reports promote and provide

- good home/school relationships
- information for parents
- an opportunity for discussion with parents
- targets for the children and class teachers
- an opportunity to celebrate achievement

The report should indicate:

- How the pupil is progressing in subject areas, including where applicable, results obtained at the end of relevant Key Stage.
- Any results gained in external examinations.
- All subjects and activities studied as part of the curriculum.
- Information on general progress.
- Attendance records, including non-authorised attendances.

### ***Links with other Agencies***

Ysgol Maes y Coed has strong partnership links with various agencies including health professionals, educational psychologists, Intensive Support Services, Careers Wales, Social Services and respite providers.

Information is often requested from these agencies who will usually have detailed knowledge about individual pupils.