

# Assessment Framework

## Profoundly Personalised Progress



### Meaningful Progress

At Severndale, we use daily reflective formative assessment to inform our curriculum and shape our students learning, which in turn impacts how we assess and capture profoundly personalised progress for all of our students. It is a never ending cycle of review, reflection and implementation. The achievements that our students make are celebrated at whichever age, stage or pathway they are currently working at.

When the curriculum is appropriate and meets students' needs, student progress should be clear, achievable and quantifiably measurable. Equally when assessment, or the questions about progress that we ask, is appropriate then meaningful progress is easy to evidence. We therefore use the most personalised questions for our assessments, those posed in a students Education, Health and Care Plans (EHCPs) in the form of their long term outcomes. We work closely with families to ensure the outcomes are challenging, meaningful and shaped to give our students the best possible experience of school. We can therefore assess a students progress over time against their achievement towards these EHCP outcomes. We gauge the quality of a students progress against their prior progress (ipsative assessment) rather than comparing them against a linear scale and the progress of a cohort (normative assessment) which doesn't equate to profoundly personalised progression outcomes.

We ensure the robust nature of our assessments through a systematic approach to both internal and external moderation of teacher based judgments.

### EHCP Outcomes - The Golden Thread of Learning

Because EHCP outcomes are at the heart of everything we do at Severndale, we have put them front and center in our assessment framework. We use progress against their long term outcomes as a measure for meaningful progress overtime. Long term outcomes are broken down each year into medium term outcomes, which in turn are broken down into short term outcomes reviewed on a half termly basis. This ensures our curriculum and provision are focused on enabling progress towards these outcomes. When we review and outcome we grade it against three criteria, Exceeded, Achieved or not achieved. The exceeded criteria tells us that the next outcome needs to be reviewed and extended even further due to above expected progress compared to a students prior achievements. The not achieved outcome means that we need to look in a bit more detail as to why an outcome has not been met. We will produce a case study document that highlights the support and interventions and celebrates any other areas of progress and achievement that perhaps weren't highlighted in the original outcome.

#### LTO

- Last to the end of the key stage.
- One target per area of need
- ~ 5 LTOs per key stage

#### MTO

- Last to the end of the academic year.
- One target per LTO
- ~ 5 MTOs per year

#### STO

- Last to the end of the half term.
- One target per MTO
- ~ 30 STOs per year

### Formative Assessment Matrix

Key Stage	Pre-Formal	Semi-Formal	Formal
EYFS	Birth - 5 Matters	Birth - 5 Matters	Birth - 5 Matters
KS1	Progression Steps Routes for Learning	Progression Steps	Progression Steps
KS2	Progression Steps Routes for Learning	Progression Steps	Progression Steps
KS3	Progression Steps Routes for Learning Vocational Accreditations	Progression Steps Vocational Accreditations	Progression Steps
KS4	Progression Steps Routes for Learning Vocational Accreditations	Progression Steps Vocational Accreditations	Progression Steps Entry Level Accreditations
KS5	Severndale Accreditation	Severndale Accreditation	Futures Pathway Accreditations

### Statutory Assessments

During our students' journey through Severndale they may undertake some statutory assessments when appropriate for their levels of development. These statutory assessments include: Year One Phonics Screening Check, SATS, Engagement Profile Report (for those not accessing subject specific learning P1-P4, included in their school report), Early Learning Goals, Pre-Key Stage Standards. Although these assessments are statutory, we will only enter students who are ready and ensure they have all of the support they need to be able to access them meaningfully.



### Observational Assessment

*Not everything that counts can be counted, and not everything that can be counted counts.*  
(Albert Einstein)

Across the academy we use an observational assessment app called 'Evidence for Learning'. This enables us to capture learning using videos and photos which we can share directly with families and use to support our judgments against achievement of outcomes. Review of these photos and videos can help to give us a greater understanding of how our students are learning and also help to highlight the details that could be missed in the moment.

Observational assessment is widely used within the Special Education sector and promotes an inquiry-based approach to education and provision. All of our assessment frameworks and a student's personalised EHCP outcomes are able to be linked to observations so that all key stakeholders, families, schools, health professionals and respite care provisions can be informed and involved in a young persons personalised progress journey.

### Assessment Calendar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EHCPs	MTO reviewed STO targets	STO targets reviewed and amended	STO targets reviewed and amended	STO targets reviewed and amended	STO targets reviewed and amended	STO targets reviewed and amended
Progression Steps	Baseline profiling assessments made	Continuous observations captured			Transition profiling assessments made	

