

# Assessment / Progress

- Analysis
  - Reflection
  - Informs appropriate and positive next steps in learning
- Thinking Linked to Big Picture and Young Person's Future

## Communication Assessments

Purpose linked to progress / assessment	When & how should it be used
<ul style="list-style-type: none"> <li>• Know current level of understanding (receptive) of language and taking meaning from other cues</li> <li>• Level of expressive Communication</li> <li>• Significant gaps, know biggest next priorities</li> <li>• Understand their social interactions &amp; purposes for these</li> <li>• Level of language understood</li> <li>• Questions</li> <li>• Instructions Conversation etc</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing assessment &amp; analysis is necessary to ensure meaningful &amp; well-judged next steps</li> <li>• It is extremely important to have a clear picture of a young person's level of understanding to ensure all expectations and support is at the correct level</li> </ul>

## Engagement Profile

How it should be used
<p>Used as a formal assessment tool – The Engagement Profile allows teachers to focus on a young person's engagement as a learner and through reflection, create personalised and meaningful, learning activities &amp; planning.</p> <p>Finding out what motivates and engages young people is key to planning personalised learning. This is always an integral part of the detailed thinking and reflection required to design and continually assess the effectiveness of a young person's curriculum.</p> <p>As we agree sustainable learning can only occur when there is meaningful engagement – the indicators (responsiveness, curiosity, investigation, discovery, anticipation, persistence &amp; initiation) and careful analysis of a young person's level of engagement is a key thread running through our assessments, observations, support strategies, curriculum planning and reflective discussions to inform and plan next steps.</p>

## EYFS – Derbyshire Small Steps

Purpose	When & how should it be used
<ul style="list-style-type: none"> <li>• Shows development level in all key areas</li> <li>• Highlight areas of significant strength and areas of development</li> <li>• Supports target setting and Curriculum development at an appropriate level</li> <li>• Shows progress in key areas</li> </ul>	<p>At points in a young person's journey, it is beneficial to map their progress against developmental scales. This supports us to gauge the right next steps taking into account past learning time scales, developmental level and chronological age</p>

## Annual Review Process

Purpose within assessments and progress	When & how should it be used
<ul style="list-style-type: none"> <li>• Captures meeting</li> <li>• Parents/family priorities</li> <li>• Annual progress according to <u>all</u></li> <li>• Analysis of Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure shared view of young person and progress / current picture</li> <li>• Reflective approach to information shared by <u>all</u> participants to ensure meaningful and well-judged next steps</li> </ul>
<p><u>Learning Conversations</u></p> <ul style="list-style-type: none"> <li>• Recording</li> <li>• Analysis</li> <li>• Next Steps</li> </ul>	<ul style="list-style-type: none"> <li>• Termly / Placement of meeting within term decided individually</li> <li>• Judge impact of learning on home and other setting environments</li> </ul>
<p><u>Capture</u></p> <p>Half-termly Reflections</p>	<ul style="list-style-type: none"> <li>• Thinking and reflection needs to be prioritised and time given to this crucial part of planning</li> </ul>

## Case Studies

Purpose linked to progress and assessment	How should it be used
<ul style="list-style-type: none"> <li>• Showing longer journey – raising key questions over attainment</li> <li>• Raising questions over individual curriculum development</li> <li>• Brings together the many voices around a young person</li> </ul>	<ul style="list-style-type: none"> <li>• Allows other colleagues &amp; professionals an insight into the young person – gain views &amp; ideas from others.</li> <li>• Seeing the whole picture allows fresh perspective on curriculum &amp; support.</li> <li>• Support Reflective approach to Curriculum individually &amp; whole school.</li> </ul>

## Tools / Ways of Learning

Purpose
<ul style="list-style-type: none"> <li>• Minds Around</li> <li>• End of year reports</li> <li>• Learning Conversations</li> <li>• Therapists &amp; other professionals' advice &amp; reports</li> </ul>

## Other Formal Assessment Tools

What	What it tells us? / informs us of
<ul style="list-style-type: none"> <li>• Routes for learning / quest</li> <li>• 'Handy hints' Assessment</li> <li>• PSHED Checklist</li> <li>• Reading Assessments</li> <li>• Concept Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Supports for young people with PMLD</li> <li>• Holistic assessment of young person</li> <li>• Helps find out which type of stimulation impacts on a young person's attention, level of calm etc</li> <li>• Breaks down steps of everyday/personal care tasks – supports to identify next steps for teaching &amp; learning</li> <li>• To ensure all targets &amp; resources are set at correct level</li> <li>• Informs well-judged next steps</li> <li>• Assessments</li> <li>• Assesses concepts that are understood</li> <li>- Supports well-judged choice of next teaching based on hierarchy of language and cognition.</li> </ul>

## SCERTS Assessments

Purpose	How it should be used
<ul style="list-style-type: none"> <li>• Offer framework around key areas of Social Communication, Emotional Regulation and Transactional Support.</li> <li>• We have designed our Communication Packages to work with the SCERTS model. Supports in depth analysis of practice, support and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing and a times of reflection &amp; target setting</li> <li>• Offers framework around key areas of Social Communication, Emotional Regulation &amp; Transactional Support that we should know and use in order to support young people's learning</li> <li>• We have changed 'communication packages' to compliment &amp; work with Scerts model (refreshes the approach, but enough familiarity to support whole school implementation &amp; success)</li> <li>• Shared language across school – offers some consistency in approach / expectation</li> <li>• Supports class teams to self-evaluate &amp; improve practice (can inform / be focus of Leadership support)</li> </ul>

## Teacher / Class Teams ongoing (daily) recording in class against Big Picture and targets

Purpose
<ul style="list-style-type: none"> <li>• Informing next steps/ next lessons / target setting</li> <li>• Capturing current success / areas of challenge and detailed thinking</li> <li>• Informs daily decision making</li> <li>• Detailed recording</li> <li>• Feedback (each adult has a unique insight into young people &amp; their experiences)</li> <li>• Recording regular observations and changes in thinking</li> </ul>

## Evidence for Learning

Purpose	When & how should it be used
<ul style="list-style-type: none"> <li>• Supports illustration of a journey of learning and development</li> <li>• Clearly show level of attainment in key areas</li> <li>• Share learning across contexts, professionals and family</li> <li>• Linking <u>all</u> areas including Therapy support and home learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing – reflecting on key achievements &amp; a young person's learning journey offers important information to judge next steps</li> </ul>

## PSS

Purpose linked to progress and assessment
<p>Significant changes in understanding &amp; development will be reflected in changes on the PSS &amp; support strategy. Over time this PSS shows key changes &amp; learning along the way. If significant learning has taken place – changes to the PSS will be necessary.</p>