


**CHERRY LANE PRIMARY SCHOOL**  
**SRP Assessment Policy**

<b>Cherry Lane Primary School</b>	
Subject Lead	<b>Alison Trott</b>
Date policy formulated	<b>July 2016</b>
Policy approved by	
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### **Aims and Purposes**

At Cherry Lane Primary School SRP, assessment is an integral part of our learning environment, helping to determine the effectiveness of our curriculum, teaching and the quality of differentiation offered to our pupils. It also works on targets set to help them manage the core deficits of autism as it affects them.

Assessment will inform our target setting. The cycle of formative and summative assessment together with target setting forms part of our whole school teaching and learning strategy

***1. To inform and support the teacher in the evaluation of teaching and learning. Therefore it should:***

- inform evaluation
- provide information for action
- provide information on our materials and methods
- be an integral part of short, medium and long term planning.

***2. To assist the pupil in the learning process by:***

- measuring/identifying individual pupil's progress
- enabling staff to diagnose individual weakness
- developing strengths
- identifying future targets
- providing motivation

***3. Provide a means of communicating with legitimate parties:***

- Pupils
- Parents
- Intervention programmes- Including Ed Psych or Speech Therapist etc...
- Colleagues within school- Inclusion Coordinator & SENDCO
- Colleagues in another phase- For transition
- Governors, LEA and other appropriate bodies

***Assessment information has the following purposes:***

***Formative*** — so that the child's level of achievement may be recognised and discussed so appropriate action can be planned.

***Diagnostic*** — learning difficulties may be scrutinised and identified so that appropriate help and guidance be provided.

***Summative*** — for the recording of the overall achievement of a pupil in a systematic way.

**Evaluative** — by means of which some aspects of the work of a school, can be assessed and reported upon.

## **Organisation**

All pupils within the SRP have access to a broad and balanced curriculum and will follow mainstream lessons as closely as possible, although these will be differentiated or taught at the most developmentally appropriate level. We have developed learning opportunities based on a differentiated national curriculum which incorporates P-levels, National Curriculum objectives and Early Learning Goals, alongside SCERTS targets. The curriculum at all levels is designed to engage pupils in exciting and engaging learning opportunities that are based around their interests. Throughout the SRP there is a focus on identifying and meeting the needs of each pupil, using ASD-specific supports to ensure that each individual makes good progress. We place a heavy emphasis on life skills and emotional regulation to ensure children can follow the structures and routines of mainstream lessons.

Children within the SRP will complete all assessments that are administered in mainstream at their appropriate level within reading, maths, writing and science. This includes phonics screening, Suffolk tests and Maths Mastery assessments. Children in EYFS will be monitored using the Early Learning goals and recorded as those children in Reception. If children are not yet accessing the national curriculum they will be assessed using stepping stones Milestones. For children working pre nursery level the AET framework is used to create objectives. Weekly targets will be made using these and assessed every week to inform the following weeks work.

Milestone criteria from the Essentials package are used as an ongoing tool for reading, writing and maths from Year 1 to Year 6. It is used to monitor the expected attainment of pupils by the end of year 2, 4 and 6 and to plan next steps. Teachers report a score for each pupil in these areas, three times through the school year.

As children in the SRP do not always start in September on entry assessments are completed to ascertain where they are and how best to engage them in learning. These include maths mastery pre assessments, Suffolk reading tests and an independent writing task. These are then used to inform the teaching staff and guide them on creating a suitable curriculum.

Maths Mastery tests are completed at the beginning and end of each unit (to measure progress) and are used to inform Milestone highlighting. There are also tests completed for Maths Mastery at the end of the academic year.

## **Foundation Subjects**

The children in the SRP will follow the mainstream foundation subject's curriculum as closely as possible, although it is usually largely differentiated and therefore assessments will be gathered through outcome of work. Teaching staff will try to teach the topics through the interests of the individual child.

## **SCERTS**

SCERTS is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It also is designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximise progress in supporting a child. It helps staff to see the impediments and difficulties experienced by autistic children and encourages them to look for progress against autism targets as well as academic ones.

The SCERTS model targets the most significant challenges faced by children with ASD and their families.

The SCERTS Model includes a well-coordinated assessment process that helps a team measure the child's progress, and determine the necessary supports to be used by the child's social partners (educators, peers and family members). This assessment process ensures that:

- functional, meaningful and developmentally-appropriate goals and objectives are selected
- individual differences in a child's style of learning, interests, and motivations are respected
- the culture and lifestyle of the family are understood and respected
- the child is engaged in meaningful and purposeful activities throughout the day
- supports are developed and used consistently across partners, activities, and environments
- a child's progress is systematically charted over time
- program quality is measured frequently to assure accountability

Refer to SRP brochure for more information on SCERTS.

### **Target Setting**

Children in the SRP have termly speech and language targets and Occupational Therapy targets. These are worked on through each week with the specialist therapists and the trained staff. These are reviewed each term to ensure they are still relevant and progress is being made. Parents are made aware of these targets so that they can continue the work at home.

### **Record Keeping and Reporting**

Teachers are expected to keep thorough and accurate records of the child's progress and achievement. Records should benefit from key achievements being evidenced. This evidence may take the form of:

- Marking in books. Including targets set and some feedback time set to consult with pupils.
- Notes in Reading records/Guided reading sheets.
- Milestone highlighting.
- Excel - as a data collection tool.

Record keeping is monitored every half term on a formal basis by the SRP manager and informally throughout the week. All work needs to be dated with the learning objective in order to show progression. Work is kept in folders and books, and therapy targets will be reviewed and monitored each term.

SCERTS assessments enables staff to assess how each child is improving in managing their own autism, whether they are moving up in communication terms and emotional regulation terms, etc.

### **School Reports**

Reports should reflect the school aims of informing and involving both pupils and parents in the educational process. Reports should acknowledge the strengths of the pupils, whilst giving clear targets for progression and praising achievement. Teachers should identify whether pupils are working below, at or above the age related expectation. They will also report relevant test data such as optional and compulsory test results where applicable. They are sent to parents towards the end of the summer term. Two parental consultation meetings are held during the year to give parents the opportunity to meet and discuss their child's work with the teacher. One consultation meeting is offered to discuss the Report that goes out in July- should the parent/guardian wish to discuss further.