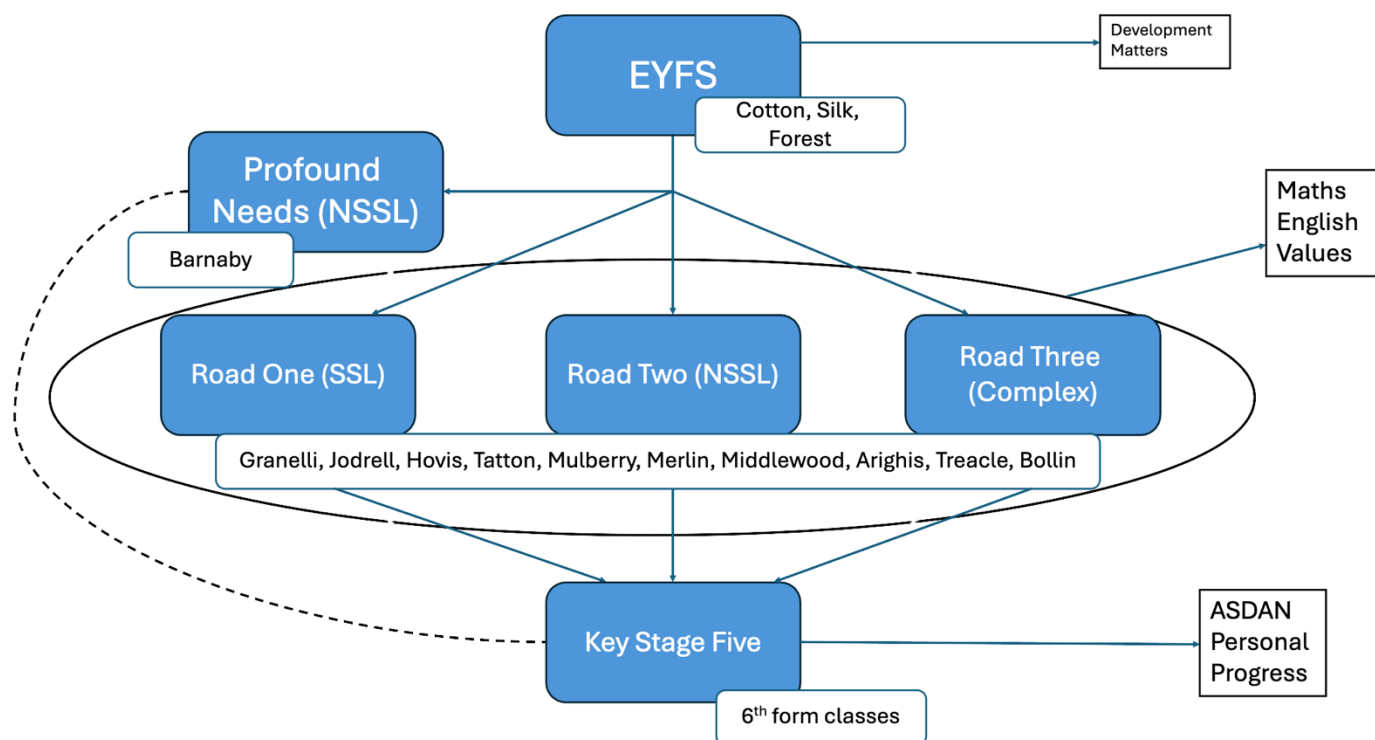




Assessment at Park Lane School



SSL- Subject Specific Learners

NSSL- Non-Subject Specific Learners

At Park Lane, our assessment system is bespoke and has been designed by our teachers and subject leaders following experience, research and professional discussions. We have three clear pathways named Roads used from Key Stage One through to Key Stage Four and every pupil is placed onto the appropriate Road once they have been observed and baselined. This is reviewed regularly and pupils do not always stay on the same Road if their needs and progress change. Your class teacher can inform you which Road your child has been placed on.

Our Early Years (EYFS) classes (Silk, Forest and Cotton) use the National Curriculum Early Years Development Matters framework for their assessments, this has been personalised by our EYFS lead to meet the needs of the pupils at our school. When the pupils move up to Key Stage One classes (Jodrell and Granelli), the teachers take part in transition meetings to discuss the appropriate starting Road for each pupil and together, they baseline appropriately.

Road One

Formerly known as Subject Specific, this Road is for pupils who benefit from a more typical structure to develop subject knowledge. This is based on the National Curriculum and is personalised to meet the needs of our pupils. Within this Road, pupils are assessed on Lanes for each subject. Every subject has a range of Lanes One to Ten, within each Lane are 'I Can' steps for pupils to achieve at their own pace. Progress through the Road One Lanes is linear. The first three Lanes overlap with Early



Years goals to ensure a smooth transition and consolidation of skills from our Early Years curriculum. The Lanes then build on these skills, providing adequate challenge and scope for progression for all pupils.

Road Two

Formerly known as Non-Subject Specific, this Road is for our sensory level learners with profound needs who benefit from a non-linear framework of targets that outline very small steps of progress in key areas such as communication and physical development. Pupils on Road Two still benefit from the whole curriculum which is adapted to meet their needs. Much of their teaching and learning is done through specific research based group work or one to one sessions. This is also complimented by various therapeutic interventions to create a very child centred timetable for Road Two learners. There are some Road Two learners placed with their age related peers across school and some are based in Barnaby class which comprises entirely of pupils with profound needs.

Road Three

This has been designed for complex learners who benefit from accessing formal subject based lessons as well as sensory approaches to support regulation and emotional understanding. The assessment framework is based on the Autism Education Trust and has been personalised for our learners. This is a non-linear assessment framework and allows for very spiky profiles that Road Three learners often present. Learners are based in their age-related classes and often receive multiple interventions through small group work and therapy based sessions. The framework allows teachers to assess areas of skill and identify gaps and create targets for areas of need.

In Key Stage Five pupils are no longer assessed on the Lanes but instead move onto a purely life skills based curriculum provided by ASDAN Personal Progress. Pupils are baselined into appropriate levels within the qualification and work through units that meet their needs.

Personalised Learning Goals and Assessment

Most importantly, every pupil is given their own Personal Learning Goals (PLGs) which are based on their EHCP targets. These goals are taken from the appropriate frameworks based on which Road the pupil is on and match the individual needs of the pupil. Teachers break these yearly targets down into bite size, achievable chunks to build up to achieving the whole target by the time the EHCP is reviewed.

Teachers are continually assessing all pupils against their PLGs and on their given Road and they upload evidence to our tracking platform- Evidence for Learning. These formative assessments are monitored regularly by class teachers, subject leads and the assessment lead to ensure that pupils are making progress appropriate for each individual. These are then used to formulate the Learning Journeys that are shared ahead of annual EHCP reviews and provide a clear picture of the pupils' progress each academic year.



At the end of every term, teachers also input summative assessments into Evidence for Learning, this provides our assessment data. Road One pupils are baselined on the Lanes and given a predicted outcome for the end of each academic year. Road Two and Three pupils are not baselined and do not have predicted outcomes due to the frameworks not being linear. They have regular assessments made against the points within the framework to state what areas they have mastered and what areas they are still working on. The termly assessments are tracked and discussed at termly pupil progress meetings and any causes for concern are addressed and appropriate interventions or alterations to how subjects are delivered and adapted for that pupil are put in place. Our pupils are only assessed against their own progress, they are not assessed against each other or data from other schools. The data generated from end of year summative assessments is solely used to assess individual progress and to inform planning for next steps.

Subject leaders have developed further challenges and opportunities for achievement for pupils who show particular skills and progress in certain areas. English and Maths offer Entry Level qualifications in Key Stage Four and Five where appropriate and ASDAN awards for all pathways. Art offers the opportunity to take part in the Arts Award. Modern Foreign Language (MFL- Sign and Symbol) offers qualifications in Signalong. PE offers numerous competitions and opportunities for achievement outside of the curriculum, culminating in the option to take part in Duke of Edinburgh award in Key Stage Four and Five. PSHCE offers ASDAN certificates in Key Stage Three and Four which aligns with our Preparing for Adulthood and Careers offer which run as a golden thread through everything we do. Social, Moral, Spiritual and Cultural (SMSC) education also compliments every lesson that is taught and whole school celebrations are organised by our SMSC lead and our Student Council.