

Pupil Progress Policy



Introduction:

'It is vital that the statutory assessment system is fair and inclusive, and that it enables all pupils to show progress regardless of any additional needs they may have'

(Rochford Review Recommendations September 2017)

We are in a significant period of change regarding assessment for pupils with SEN following the Rochford Review, whilst the National picture continues to evolve over time with on-going consultation over statutory assessment by the DfE. As a Special Partnership Trust we have been working collaboratively to establish the development of a single assessment and reporting system to be used across all schools to demonstrate progress for all pupils regardless of their starting point.

This policy aims to offer an overview of current practice for pupil progress and assessment within our Special Partnership Trust. We will continue to react to National recommendations and as such this policy will be subject to regular review accordingly.

Current picture:

The government have responded to the Review's final recommendations (September 2017).

The plan for creating an inclusive assessment can be split into two areas;

1. Pupils ***not engaged in subject specific learning*** (L2L – Learning to learn pupils)
2. Pupils ***engaged in subject specific learning*** (R2L – Ready to learn pupils)

Rochford Recommendations

Pupils not engaged in **subject specific learning** (P1-P4).

Pupils with severe or profound and multiple learning difficulties who will not be engaged in subject specific learning by the time they reach the end of KS1/2

Statutory duty to assess against the 7 areas of engagement for cognition & learning. (*Responsiveness; curiosity; discovery; anticipation; persistence; initiation; and investigation*). Proposed for 2019/20 (following pilot in 2017/18).

Schools to be free to assess against the 7 areas in a way that reflects the individual needs of the pupil; needs groups are such that progression is not always linear therefore the prescription of milestones related to age is not appropriate.

Through focus on cognition and learning pupils are supported to progress onto subject-specific learning ***if and when*** they are developmentally ready.

Pupils engaged in **subject specific learning** (P4 onwards).

Statutory duty to assess using the Interim Pre-Key Stage standards. Pre-Key Stage standards to be extended to include all pupils engaged in subject specific learning (P level assessment to be removed from 2018-19 academic year).

Pre-Key stage Standards are currently being re-written following a wide consultation.

Pre-key stage standards will provide consistent approach & common language to measure and describe attainment and progress in line with new National Curriculum (from September 2018).

L2L

Pupils within this strand are 'Learning to Learn' (L2L)

R2L

Pupils within this strand are 'Ready to Learn' (R2L)

Assessment Pathway:

Taking into consideration the need for consistent assessment systems across the SPT we have established an 'Assessment Pathway' for core subjects which will assess the progress of our learners **from** Early Years **to the end** of Post 16. There is a separate assessment system (KS1-KS4) for those pupils who are following a Learning to Learn (L2L) route to those following a Ready to Learn (R2L) route. In all we currently have five assessment systems in use:

EYFS B² Assessment R & Y1	MSI Assessment KS1-LS4 (L2L)	BARS Assessment KS1-KS4 (R2L)	PARS Assessment KS1-KS4 (R2L)	Adult B² Assessment Post 16
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Planned developments - In time (2018-2019) we will be looking to amalgamate the BARS and PARS Assessment systems into one single assessment (currently BARS is used for pupils who had previously been working up to NC level 3 and PARS is used for pupils working beyond NC level 3). Once this work is complete we will be working within a pathway of four assessment systems.

See Appendices A & B for Assessment Pathway/Strand overview

Reporting Progress:

We have established common language to be used across the Special Partnership Trust when reporting on the progress of our pupils. We will use the following three terms to identify progress being made:

Emerging	This will refer to pupils who are currently working towards the expected rates of progress
Expected	This will refer to pupils who are currently working within the expected rates of progress
Exceeded	This will refer to pupils who are currently working beyond the expected rates of progress

As a Special Partnership Trust we have also agreed upon a progress data benchmark which we feel will ensure appropriate challenge and high expectations in terms of the progress made by all pupils.

EMERGING 15%

EXPECTED 60%

EXCEEDED 25%

Currently all schools produce their own end of year data summary to report on the progress of pupils. We are in the process of developing a single electronic system for all schools to input pupil data, in this way all schools, LGBs and Trustees will be able to analyse and compare data for all pupils across the SPT. Subsequent data summaries will also be produced in the same format for ease of review and comparisons.

Assessment:

The large majority of assessment to be carried out in our schools will be through rigorous teacher assessment, through established assessment systems and data collection an agreed approach will be embedded across all schools. All teaching staff will be suitably trained so that there is a shared understanding of the assessment criteria to be used and judgements will be moderated across schools on a regular basis (twice a year).

Starting with a baseline assessment for new pupils (which will take place in the first 6 weeks of attendance) we need to ensure that the period of assessment both allows sufficient time for pupils to make measurable progress and is carried out frequently enough for concerns to be identified and intervention to be provided if necessary. With this in mind we will be using the following assessment procedures:

Formative Assessment: Formative assessment will be an on-going process throughout the year, whereby teachers and support staff will assess and collect evidence with and alongside pupils towards achieving individual targets (evidenced via learning records/work books and individual pupil progress files). This type of assessment ensures regular on-going monitoring of progress and allows teachers to plan for and target specific skills required for pupils to make progress in all areas of development. The main purpose of all formative assessments is to ***monitor*** progress.

Summative Assessment: Summative assessments will take place formally 3 times a year (Autumn, Spring and Summer) and will be used in order to track individual pupils' progress towards their end of year goals (and beyond). This data will be monitored by class teachers, the extended leadership team and Trustees to analyse cohorts of pupils as well as patterns in progress and identify any gaps in learning which will then be addressed through planned intervention (this may be focussed work for pupil, use of additional resources or identification of CPD need for staff). The main purpose of all summative assessments is to ***evaluate*** progress.

Early Years Progress:

We follow the Early Years Foundation Stage curriculum and assessment for all pupils in Reception and Year 1. The system we use to record and track progress is the [B Squared EYFS Assessment](#), this offers a further breakdown of the developmental phases with smaller steps of progress appropriate to our learners. As a trust we have designed our own progress tracker which identifies the expected progress for pupils from their starting point to the end of the year:

On Entry/Baseline	EMERGING	EXPECTED	EXCEEDED
Phase 1a 0-11 months >25%	Phase 1a	Phase 1b	Phase 1c
Phase 1b 0-11 months 25-75%	Phase 1c	Phase 2a	Phase 2b
Phase 1c 0-11 months 75-100%	Phase 2a	Phase 2b	Phase 2c
Phase 2a 8-20 months >25%	Phase 2a	Phase 2b	Phase 2c
Phase 2b 8-20 months 25-75%	Phase 2b	Phase 2c	Phase 3a
Phase 2c 8-20 months 75-100%	Phase 3a	Phase 3b	Phase 3c
Phase 3a 16-26 months >25%	Phase 3b	Phase 3c	Phase 4a
Phase 3b 16-26 months 25-75%	Phase 4a	Phase 4b	Phase 4c
Phase 3c 16-26 months 75-100%	Phase 4a	Phase 4c	Phase 5a
Phase 4a 22-36 months >25%	Phase 4b	Phase 4c	Phase 5a
Phase 4b 22-36 months 25-75%	Phase 4c	Phase 5a	Phase 5b
Phase 4c 22-36 months 75-100%	Phase 5a	Phase 5b	Phase 5c
Phase 5a 30-50 months >25%	Phase 5b	Phase 5c	Phase 6a
Phase 5b 30-50 months 25-75%	Phase 5b	Phase 6a	Phase 6b
Phase 5c 30-50 months 75-100%	Phase 6a	Phase 6b	Phase 6c

Through the use of the tracker we are able to clearly identify individual pupil starting points and track their progress over time (emerging/expected/exceeded) in both the Prime and Specific Areas of learning. Data is then compared across all schools and levels awarded are moderated formally between teachers from each school (twice a year).

L2L Key Stage 1-4 Progress:

For those pupils who are **not engaged** in subject specific learning we follow the **MSI Assessment**. This is a system which addresses pre-learning skills and engagement within very small steps which is appropriate and most relevant for this cohort of pupils. We have developed our own progress measure for this assessment system which is based on a point scoring system. For each area (domain) of learning pupils will have a score linked to their levels of engagement and understanding of skills; this data is formally reviewed and updated each term where teachers are able to track the increase in scores in terms of expected progress. By the end of the year we can then establish the rates of progress each pupil has made following the following measure:

Emerging	Expected	Exceeded
Below expected levels of progress	Expected levels of progress	Above expected levels of progress
0.00 - 0.12 (score increase over year)	0.13 - 0.20 (score increase over year)	0.21 upwards (score increase over year)

Planned developments - In time we will be developing systems of how we assess our L2L pupils in terms of the 7 areas of engagement for cognition and learning as recommended by Rochford; we are currently piloting work around the 7 areas of engagement within our schools and awaiting National guidance to be published before formalising our practice, which we envisage will work alongside our current MSI assessment.

R2L Key Stage 1-4 Progress:

For those pupils who **are engaged** in subject specific learning we follow the **BARS & PARS** Assessment systems. The BARS (Brent Assessment Route System) assessment was developed by a group of outstanding schools in Brent offering detailed assessment over a range of levels. It allows us to track progress in core areas of learning for our KS1 - KS4 R2L learners: BARS assessment, has an inbuilt

progress tracker which measures progress over time from a starting point and again allows us to evidence the rates of progress (Emerging, Expected, Exceeded) being made. All schools began using this system in September 2017.

For a cohort of more able pupils within the SPT we have found that the BARS system does not adequately assess pupils working at the higher levels of attainment and need an extended assessment to determine skills/levels. For such cohorts we are currently using the **PARS** (Pencalenick Assessment & Recording System) to provide us with these extended levels to ensure that we are able to challenge all learners appropriately. We are currently in discussion with the lead school in Brent in planning to link the two systems to create an extended assessment system which can be used as one.

Post 16 Progress:

For our P16 pupils we use the [Adult B² assessment](#) to measure progress. This assessment system provides us with a functional literacy and numeracy assessment which allows us to track smaller steps of progress appropriate to our learners and leads into Entry Level Literacy and Numeracy for the most able. We have designed our own progress tracker (similar to that used with our Early Years pupils) which identifies the expected progress for pupils from their starting point to the end of the year:

Adult B₂ Progress Tracker LITERACY EXAMPLE

Baseline/On Entry Score	End of Year score		
	EMERGING	EXPECTED	EXCEEDED
M4.1 (0-33%)	M4.1	M4.2	M4.3
M4.2 (33-66%)	M4.2	M4.3	M5.1
M4.3 (66-100%)	M4.3	M5.1	M5.2
M5.1 (0-33%)	M5.1	M5.2	M5.3
M5.2 (33-66%)	M5.2	M5.3	M6.1
M5.3 (66-100%)	M5.3	M6.1	M6.2
M6.1 (0-33%)	M6.1	M6.2	M6.3
M6.2 (33-66%)	M6.2	M6.3	M7.1
M6.3 (66-100%)	M6.3	M7.1	M7.2
M7.1 (0-33%)	M7.1	M7.2	M7.3
M7.2 (33-66%)	M7.2	M7.3	M8.1
M7.3 (66-100%)	M7.3	M8.1	M8.2
M8.1 (0-33%)	M8.1	M8.2	M8.3
M8.2 (33-66%)	M8.2	M8.3	E1.1
M8.3 (66-100%)	M8.3	E1.1	E1.2
E1.1 (0-33%)	E1.2	E1.3	E2.1
E1.2 (33-66%)	E1.3	E2.1	E2.2
E1.3 (66-100%)	E1.3	E2.1	E2.2
E2.1 (0-33%)	E2.2	E2.3	E3.1
E2.2 (33-66%)	E2.3	E3.1	E3.2
E2.3 (66-100%)	E3.1	E3.2	E3.3
E3.1 (0-33%)	E3.1	E3.2	E3.3
E3.2 (33-66%)	E3.2	E3.3	Move onto L1
E3.3 (66-100%)	E3.3	Move onto L1	Move onto L1

Monitoring & Review:

As a Special Partnership Trust we will:

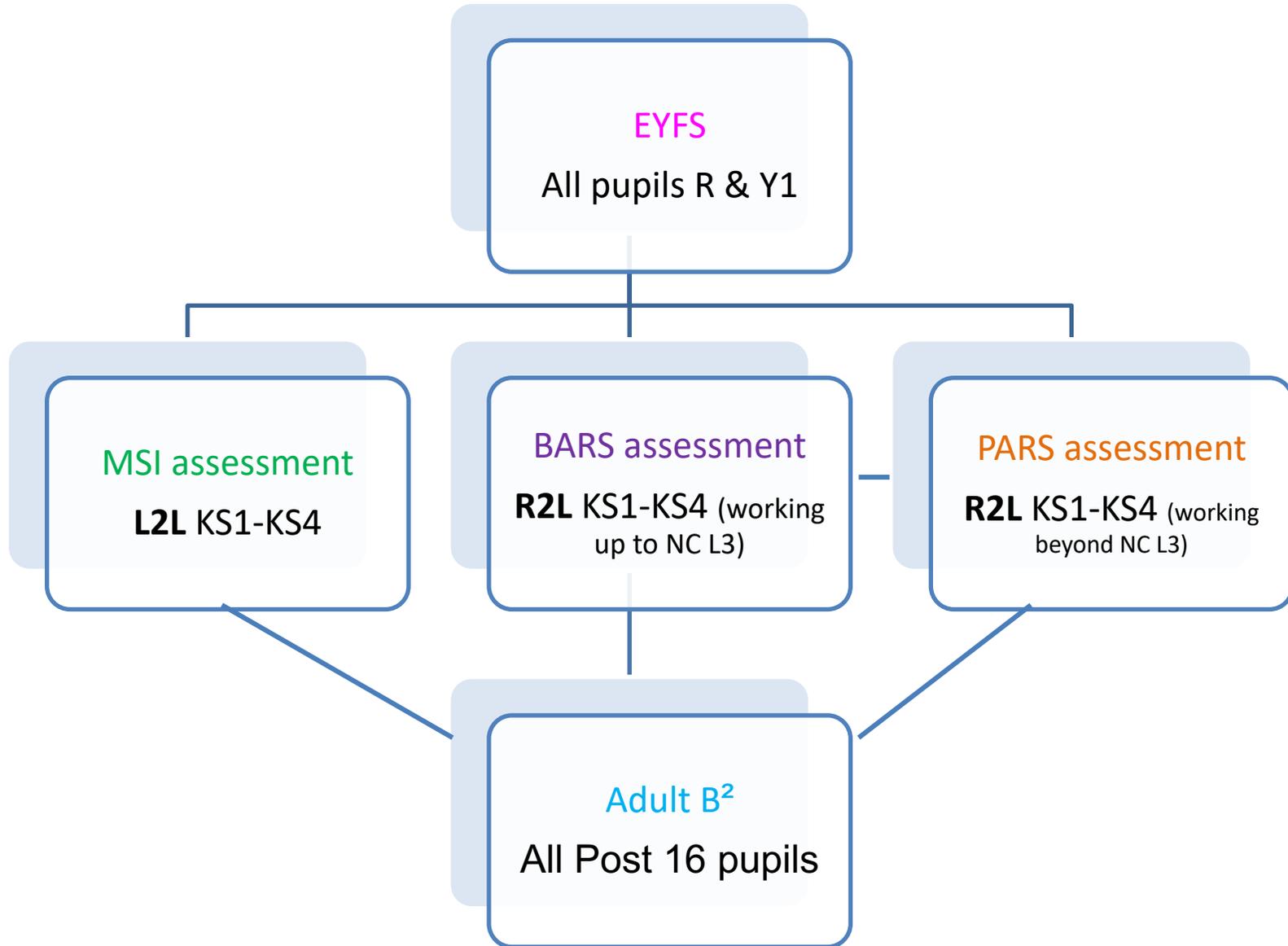
- Continue to work collaboratively in the design and implementation of our assessments
- Continue to hold regular meetings between the leads of each assessment strand as well as the main assessment leads across all schools
- Monitor the established programme of moderation to ensure both consistency in assessment and reporting as well as continued high standards within pupils progress
- Continue to respond to National recommendations and adjust/enhance current practice as required
- Report pupil progress to the SPT board of trustees on at least a termly basis, as we continue to work towards developing a single central system for recording and reporting
- Regularly report progress to parents/carers (termly meetings and yearly pupil reports)
- Continue to carry out any statutory assessments (e.g. Y1 phonics test/ Y6 SaTS tests) as required

This policy will be reviewed annually.

January 2018

Appendix A

Assessment Pathway in the Special Partnership Trust



Appendix B

Assessment Strands for the Special Partnership Trust

EYFS

MSI

BARS

PARS

P16



ALL Reception and Y1
pupils
EYFS Statutory
Framework Assessment

KS1-KS4
Pupils *not engaged* in
subject specific learning
(L2L)

KS1-KS4
Pupils *engaged* in
subject specific learning
(R2L)
(up to NC level 3)

KS1-KS4
Pupils *engaged* in
subject specific learning
(from NC level 3)

ALL Post 16 learners



EYFS B² Assessment

MSI Assessment

BARS Assessment

PARS Assessment

Adult B² Assessment



Emerge/Expect/Exceed
SPT own tracker

Emerge/Expect/Exceed
SPT own tracker

Emerge/Expect/Exceed
BARS tracker

Emerge/Expect/Exceed
SPT own tracker

Emerge/Expect/Exceed
SPT own tracker

Appendix C

EYFS B₂ Assessment

The EYFS (Early Years Foundation Stage) B₂ is the assessment system we use for all Early Years pupils (Year R and Y1).

The assessment system tracks progress in the following areas:

PRIME Areas			
Communication & Language	Personal, Social & emotional Development	Physical Development	
SPECIFIC Areas			
Maths	Literacy	Expressive Arts & Design	Understanding the World

Levels of progress are measured in Phases linked to expected development (age). We do not want to be reporting on our pupil's progress against an age-related measure and therefore refer to our Phases in the following terms:

Phase 1 (0-11 months)	Phase 2 (8-20 months)	Phase 3 (16-26 months)	Phase 4 (22-36 months)	Phase 5 (30-50 months)
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We have further broken down each phase into three and this has a direct correlation to the amount (%) of that phase completed e.g.

Phase 1a	Phase 1b	Phase 1c
0-25%	25-75%	75-100%

By using the EYFS B₂ Assessment system teachers are able to mark off small targets within the area of learning at any given phase. This information then produces an ongoing percentage score for that phase. This data is formally updated and collated on a termly basis.

We have designed a progress tracker (illustrated on page 6) which clearly demonstrates the entry/baseline score and the expected levels of progress at the end of the year. This is in use in all schools who will meet in the Autumn term to audit the end of year data, in addition the Early Years teaching staff meet to moderate assessments across the schools and via the County moderation process.

We can provide an overview of progress for each learner in the seven areas (Prime and Specific) and identify particular strengths as well as areas of need:

Pupil: xxxx	Year: R	Overall Data Result: Expected
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Domain	Emerging	Expected	Exceeded
Communication & Language			
Personal, Social & Emotional Development			
Physical Development			
Maths			
Literacy			
Understanding the World			
Expressive Arts & Design			

BARS Assessment

BARS (Brent Assessment Route System) is the assessment system we use for our Ready 2 Learn pupils at Keys Stages 1-4 (Year 2 – Y11).

The assessment system tracks progress in the following areas:

English: Reading	English: Writing	English: Speaking	English: Listening	English: phonics
Maths: Number	Maths: Geometry	Maths: Measures		PHSE

Each area has a range of B levels (the number of levels varies between areas):

B1-B4 Pre B5 is a generic assessment (not subject specific similar to previous P1-P3 assessment)					
English	Reading	Writing	Speaking	Listening	Phonics
	B5-B18	B5-B20	B5-B14	B5-B10	B9-B19
Maths	Number		Geometry	Measures	
	B5-B20		B5-B20	B5-B20	
PSHE			PSHE		
			B5-B15		

Each area has a set of developmental ‘I can’ statements, teachers will mark off when these have been achieved and this translates into % within a level. The assessment template continually tracks progress against end of year expectations (currently designed on an excel template). We are in talks with the creators of BARS to look at how this could be imported into SIMS and how we can amalgamate the BARS and PARS assessments to provide one single assessment system (to be completed 2018/19).

This data is formally updated and collated on a termly basis. BARS is in use in all schools who will meet in the Autumn term to audit the end of year data, in addition the teaching staff will meet to moderate assessments across the schools (twice yearly).

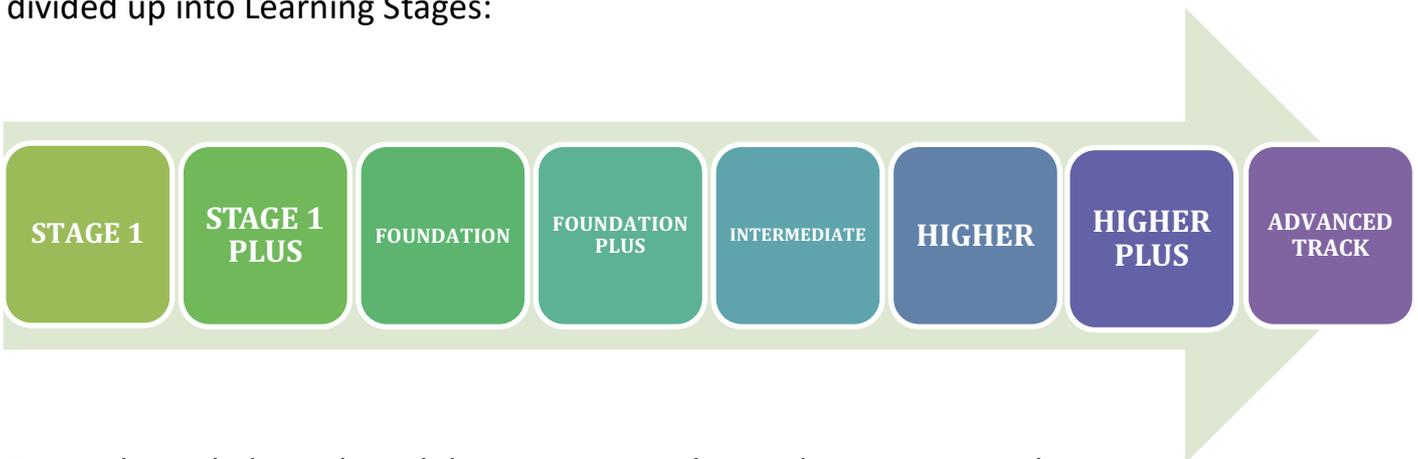
PARS Assessment

PARS (Pencalenick Assessment & Recording System) is the assessment system we use for our Ready 2 Learn pupils at Keys Stages 1-4 (Year 2 – Y11) who are working beyond the BARS levels.

The assessment system tracks progress in the following subjects:

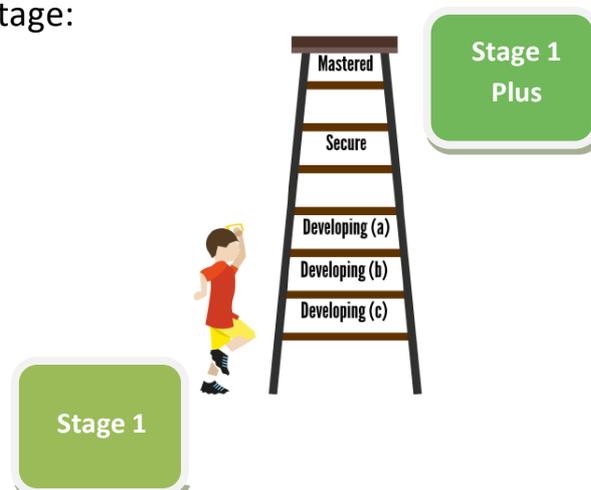
- English (Reading, Writing and Spoken Language)
- Maths (Number, Measurement, Geometry and Statistics)
- Science
- Life Skills/PSHE
- Humanities
- Art
- Computer Science
- Modern Foreign Languages

The assessment criteria for each subject has been taken from the National Curriculum and divided up into Learning Stages:



As pupils work through each learning stage, the work gets more and more challenging.

Within each learning stage, there are 5 'Skills Sets' that pupils need to demonstrate, before they can move up to the next learning stage:



Attainment Points are assigned to each Skill Set and the points increase as pupils make their way through each Learning Stage:

Learning Stage	Attainment
Stage 1 – Developing (c)	4.0 – 4.9
Stage 1 – Developing (b)	5.0 – 5.9
Stage 1 – Developing (a)	6.0 – 6.9
Stage 1 – Secure	7.0 – 7.9
Stage 1 – Mastered	8.0 – 9.9
Stage 1 Plus	
Foundation – Developing (c)	12.0 -13.9
Foundation – Developing (b)	14.0 – 15.9
Foundation – Developing (a)	16.0 – 17.9
Foundation – Secure	18.0 – 19.9
Foundation – Mastered	20.0 – 21.9
Foundation Plus – Developing (c)	
Foundation Plus – Developing (b)	22.0 – 23.9
Foundation Plus – Developing (a)	24.0 – 25.9
Foundation Plus – Secure	26.0 – 27.9
Foundation Plus – Mastered	28.0 – 29.9
Intermediate – Developing (c)	
Intermediate – Developing (b)	30.0 – 31.9
Intermediate – Developing (a)	32.0 – 33.9
Intermediate – Secure	34.0 – 35.9
Intermediate – Mastered	36.0 – 37.9
Higher – Developing (c)	
Higher – Developing (b)	38.0 – 39.9
Higher – Developing (a)	40.0 – 41.9
Higher – Secure	42.0 – 43.9
Higher – Mastered	44.0 – 45.9
Higher Plus – Developing (c)	
Higher Plus – Developing (b)	46.0 – 47.9
Higher Plus – Developing (a)	48.0 – 49.9
Higher Plus – Secure	50.0 – 51.9
Higher Plus – Mastered	52.0 – 53.9
Advanced Track is for GCSE pupils only	
Advanced Track – GCSE Grade 1	54.0 – 55.9
Advanced Track – GCSE Grade 2	56.0 – 57.9
Advanced Track – GCSE Grade 3	58.0 – 59.9
Advanced Track – GCSE Grade 4	60.0 – 61.9
Advanced Track – GCSE Grade 5	62.0 – 63.9
Advanced Track – GCSE Grade 6	64.0 – 65.9
Advanced Track – GCSE Grade 7	66.0 – 63.9
Advanced Track – GCSE Grade 8	68.0 – 69.9
Advanced Track – GCSE Grade 9	70.0 – 71.9
Advanced Track – GCSE Grade 9	114

Progress is measured by comparing pupils' current attainment with their baseline attainment and measuring the difference. Pupils are set challenging individual attainment targets in each subject.

In the core subjects, pupils are given 'flight paths' based on their baseline attainment points. Progress for pupils in the core subjects will be against their flight paths.

Baseline	KS3			KS4		Total Points	Accreditation Pathway
Achievement Points	End of Y7	End of Y8	End of Y9	End of Y10	End of Y11		
4	6	8	10	12	14	10	ASDAN
5	7	9	11	13	15	10	
6	8	10	12	14	16	10	
7	9	11	13	15	17	10	
8	10	12	14	16	18	10	
10	12	14	16	18	20	10	
12	16	20	24	28	32	20	Arts Award/ Entry Levels/ Functional Skills/ GCSEs
14	18	22	26	30	34	20	
16	20	24	28	32	36	20	
18	22	26	30	34	38	20	
20	24	28	32	36	40	20	
22	26	30	34	38	42	20	
24	28	32	36	40	44	20	
26	30	34	38	42	46	20	
28	32	36	40	44	48	20	
30	34	38	42	46	50	20	
32	36	40	44	48	52	20	
34	40	46	52	58	64	30	Arts Award/ GCSEs
36	42	48	54	60	66	30	
38	44	50	56	62	68	30	
40	46	52	58	64	70	30	
42	48	54	60	66	72	30	
44	50	56	62	68	74	30	
46	52	58	64	70	76	30	
48	54	60	66	72	78	30	
50	56	62	68	74	80	30	

Attainment data is entered into SIMS each term. This data is analysed by SLT to make comparisons against different groups and check rates of progress. SLT also quality assure teachers assessment judgements from the work samplings that happen after each data drop.

Parents are sent a SIMS generated termly report (as well as the more detailed annual school report), an example of which can be found below:

Adult B₂

Adult B₂ is the assessment system we use for all students in Post 16 (Year 12 – Y14).

The assessment system tracks progress in the following areas:

Literacy: Context for Communication	Literacy: Reading	Literacy: Writing	Literacy: Speaking & Listening
Numeracy: Context for Number	Numeracy: Measure, Shape & Space		Numeracy: Handling Data

All areas are assessed through M and E levels (starting at M1 and ending with E3):

Literacy	Context for Communication	M1a, M1b, M2a, M2b, M3a, M3b
	Reading	M4, M5, M6, M7, M8 E1, E2, E3
	Writing	M4, M5, M6, M7, M8 E1, E2, E3
	Speaking & Listening	M4, M5, M6, M7, M8 E1, E2, E3
Numeracy	Context for Number	M1a, M1b, M2a, M2b, M3a, M3b M4, M5, M6, M7, M8 E1, E2, E3
	Measure, Shape & Space	M4, M5, M6, M7, M8 E1, E2, E3
	Handling Data	M4, M5, M6, M7, M8 E1, E2, E3

Similar to the B₂ assessment for Early Years the Adult B squared system allows teachers to mark off small targets within the area of learning at any given level. This information then produces an ongoing percentage score for that level. This data is formally updated and collated on a termly basis.

We have designed a progress tracker (see an example on the following page) for Literacy and Numeracy which clearly demonstrates the entry/baseline score and the expected levels of progress at the end of the year. This is in use in all schools who will meet in the Autumn term to audit the end of year data, in addition the Post 16 teaching staff meet to moderate assessments across the schools.

Adult B₂ Progress Tracker NUMERACY EXAMPLE

Baseline/On Entry Score	End of Year score		
	EMERGING	EXPECTED	EXCEEDED
M4.1 (0-33%)	M4.1	M4.2	M4.3
M4.2 (33-66%)	M4.2	M4.3	M5.1
M4.3 (66-100%)	M4.3	M5.1	M5.2
M5.1 (0-33%)	M5.1	M5.2	M5.3
M5.2 (33-66%)	M5.2	M5.3	M6.1
M5.3 (66-100%)	M5.3	M6.1	M6.2
M6.1 (0-33%)	M6.1	M6.2	M6.3
M6.2 (33-66%)	M6.2	M6.3	M7.1
M6.3 (66-100%)	M6.3	M7.1	M7.2
M7.1 (0-33%)	M7.1	M7.2	M7.3
M7.2 (33-66%)	M7.2	M7.3	M8.1
M7.3 (66-100%)	M7.3	M8.1	M8.2
M8.1 (0-33%)	M8.1	M8.2	M8.3
M8.2 (33-66%)	M8.2	M8.3	E1.1
M8.3 (66-100%)	M8.3	E1.1	E1.2
E1.1 (0-33%)	E1.2	E1.3	E2.1
E1.2 (33-66%)	E1.3	E2.1	E2.2
E1.3 (66-100%)	E2.1	E2.2	E2.3
E2.1 (0-33%)	E2.1	E2.2	E2.3
E2.2 (33-66%)	E2.3	E3.1	E3.2
E2.3 (66-100%)	E3.1	E3.2	E3.3
E3.1 (0-33%)	E3.2	E3.3	Move on to L1
E3.2 (33-66%)	E3.3	Move on to L1	Move on to L1
E3.3 (66-100%)	E3.3	Move on to L1	Move on to L1

MSI Assessment

MSI (Multi-Sensory Impairment) is the assessment system we use for our Learning 2 Learn pupils at Keys Stages 1-4 (Year 2 – Y11). MSI offers a specialist curriculum to help these learners understand and interact with people and the world around them.

The assessment system tracks progress in the following modules:

Communication	Conceptual Development	Social Relationships & Emotional Development (SRED)	Sensory Responses
Understanding of Time and Place	Orientation, Movement & Mobility	Ownership of Learning	Responses to routines and changes

Some of the modules are equally relevant for all pupils whilst others may not be relevant to all. As the SPT we have agreed across all schools to formally report on progress in Communication, Conceptual Development and SRED (these modules are identified as the closest parallel to English, Maths & PHSE).

Across all modules there are four phases (starting at Phase 1). Within each module we assess against three hierarchical levels:

1. Awareness (0.0-1.0)	2. Achieved in specific contexts (1.2-2.0)	3. Generalised (2.2-3.0)
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We have designed our own point scoring method to be used when assessing against the three levels, for example for 'Generalised' level:

Generalised	2.2	Very early signs of Generalisation
	2.4	Showing some signs of Generalisation
	2.6	Generalised in some settings
	2.8	Generalised in most settings
	3.0	Fully Generalised

We have designed a progress tracker which allows us to identify progress being made over the year:

Emerging	Expected	Exceeded
0.00-0.12 (score increase over the year)	0.13-0.20 (score increase over the year)	0.21 upwards (score increase over the year)

From this we can provide an overview of progress for each learner in the modules studied and identify particular strengths as well as areas of need:

Pupil: XXXX	Phase: 2	Year: 10	Overall Data Result: Expected
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Domain	Score Increase	Emerging	Expected	Exceeding
Communication	0.23			
Social Relationships & Emotional Development	0.00			
Conceptual Development	0.15			
Sensory Responses	0.18			
Time & place	0.20			

Formal data is collected on a termly basis (currently this information is stored on an excel spreadsheet) and teachers are then able to ensure progress is on track and make any adjustments necessary. All schools will need to cross-moderate teacher assessments to ensure consistency within these (twice a year).