

### Why do we assess?

We assess pupils for three key reasons:

- a. To find out what they do and do not know so that we can plan next steps in their learning journey.
- b. To understand their patterns of progress.
- c. To make judgements about their progress towards key markers in their education, such as statutory assessments.

Ultimately, good assessment will add value to pupil outcomes by helping teachers and leaders to understand what is having good impact and what needs to be refined or addressed for individual pupils. This information will also be key in supporting the transition to and from St. Christopher's.

### What do we assess?

We have made a deliberate decision to assess pupils' outcomes against the national curriculum, which underpins what that they are being taught every day. This recognises that the national curriculum is what we teach pupils and the assessment outcomes are how they show us that they have learnt this. Teachers will make assessments using the STEPS Assessment Scale in the following subject areas: Mathematics, Reading, Writing and SPaG. All pupils will also be assessed against the PSED (Personal, Social and Emotional Development) goals, within STEPS, to inform teaching in this area.

Formative assessments are also undertaken each term as well as at the start of any placement at St. Christopher's. These assessments provide both initial data to inform teaching and also progression data by term. The formative assessments undertaken at St. Christopher's are Sandwell (Maths), YARC (Reading) and BPVS (Vocabulary).

### How do we assess?

Pupils will always be assessed on entry to St. Christopher's. Assessment is undertaken in each cycle (term) throughout the academic year. STEPS data, inputted through teacher assessment, is submitted at the start of the academic year, giving a baseline. Then the STEPS assessment process will continue to be added on a half termly basis. Formative assessments are implemented during each cycle of the school year. These assessments are delivered on a 1:1 basis with staff who are experienced and trained in delivering each type of assessment.

Teachers will use PSED assessments to identify key aspects of social and emotional learning that need to be secured by pupils on an individual basis. This will be reflected in planning and assessed periodically during pupils' time at St. Christopher's.

### How do we report assessments?

All assessments of pupils will be communicated to schools, alternative settings and parents during the transition process. This will ensure that all stakeholders have a clear picture of attainment and progress to inform the next stage of their journey. Statutory assessments will be reported in line with the St. Christopher's Statutory Assessment Policy.

Reports are sent home at the end of each week. These reports give an overview of the individual's progress against their learning focus and any achievements accomplished that week. The report provides the opportunity for pupil feedback, a section where they have the opportunity to reflect on how successful they feel their week has been. These reports often include a variety of photos of the pupils learning.

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Furthermore, at the end of the Summer Term an end of year report will be sent home. These reports will give an overview of the pupils' academic data throughout the school year and teachers comments reflecting their personal achievements across the whole curriculum delivered at St, Christopher's.

### **How will this assessment information be used?**

Assessment information will be used primarily to inform teaching and learning opportunities for pupils. Leaders will use this information to evaluate the value that the placement is adding to pupils' academic, social and emotional outcomes. Where appropriate, internal assessments will be used to supplement statutory assessments and applications for additional support for individual pupils.