

The Woodlands Academy Data and Assessment cycle

Assessment: what we do, why and how...

Aims

At the Woodlands Academy, continuous assessment forms an integral part of keeping individual learners as our core focus. This means that from the day we meet them to the day they leave our school; their learning will be completely personalised to their needs. We will endeavour to ensure learners make high levels of progress at each stage of their education in their academic attainment, emotional, functional and life skills progress.

Assessment in practice

We will assess your child regularly, plan approaches and strategies collaboratively with other agencies and families that will work best for them. During delivery of sessions, we will monitor your child's progress. We aim to be systematic and comprehensive above all, we work with you and your child to create the best education for them as an individual.

Forms of assessment

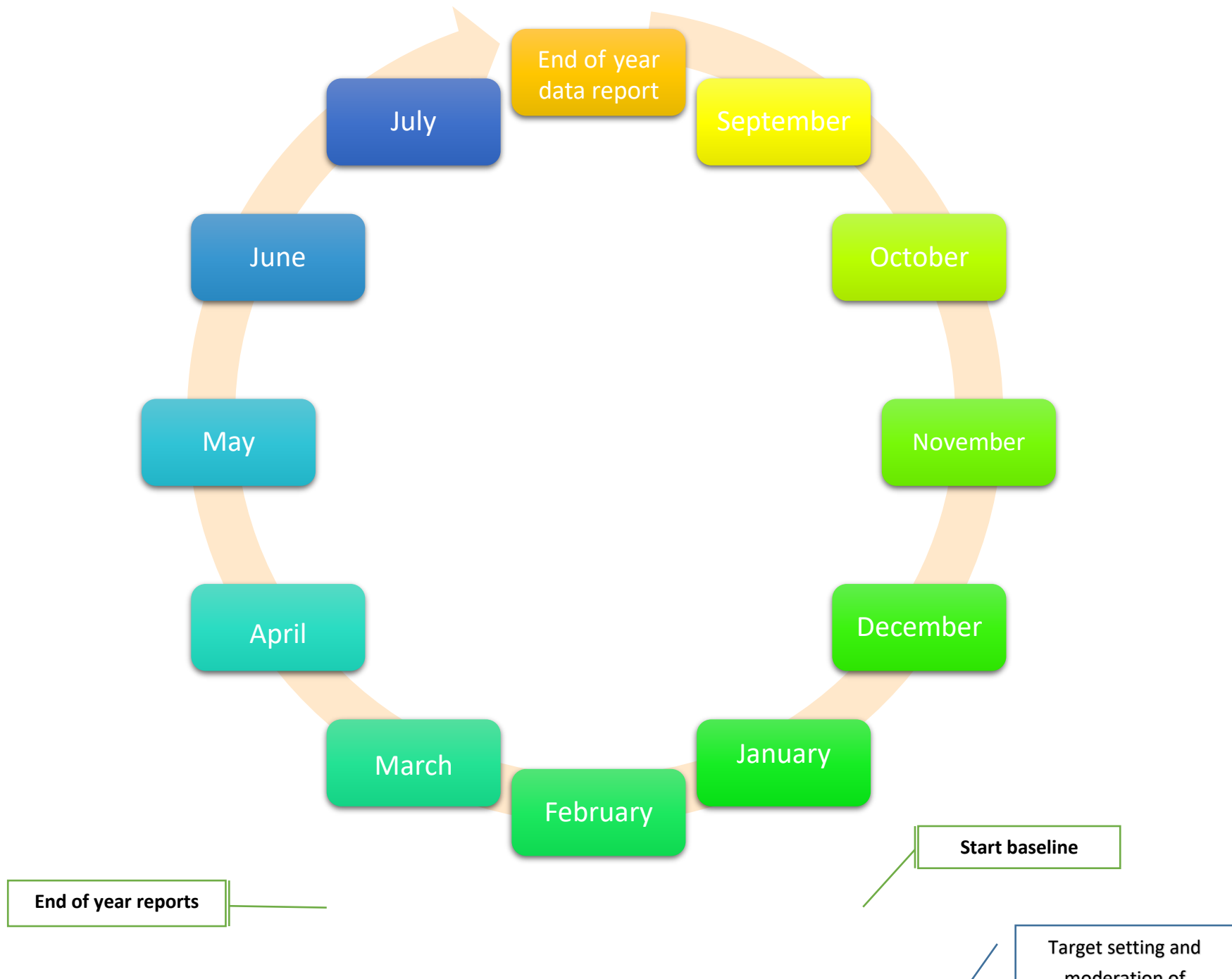
Summative and formative assessment is used to ensure that a learner's progress and needs are reflected within their personalised learning.

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Summative Assessment: is the assessment of learning and focuses on the application of learnt skills measuring the learners competency and is carried out by staff teams tri-annually this informs Education Health Care Plans (EHCP's), Phonics screening and teacher assessment (both statutory and non statutory)

Formative Assessment: is assessment for learning and focuses on improving teaching and learning for all pupils. This is an ongoing process, it helps to form the story of why the practitioners have made judgments based against EHCP's and teacher assessments. This in turn helps to reflect personalised targets.

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Area of assessment:	Format	Dates:
Target setting with MO/AC	<ul style="list-style-type: none"> • PIVATS for formal learners + MAPP for PSED/Salt/Independence. • MAPP for Semi formal learners unless above P8 	September through October

Key Stages	Semi-formal Curriculum Pathway	Expectations
Data input 1	<ul style="list-style-type: none"> • PIVATS assessment – for any learners above p8> 	Friday 15 th December
	<ul style="list-style-type: none"> • Skills check list for Geog Hist and RE 	Friday 15 th December
	<ul style="list-style-type: none"> • Review of MAPP targets for Semi formal learners(all areas) • Review of MAPP for Formal learners for (SALT/PSED/Independence) 	Friday 15 th December
Data input 2	<ul style="list-style-type: none"> • PIVATS assessment – for any learners above p8> 	Thursday 29 th March
	<ul style="list-style-type: none"> • Skills check list for Geog Hist and RE 	Thursday 29 th March
	<ul style="list-style-type: none"> • Review of MAPP targets for Semi formal learners(all areas) • Review of MAPP for Formal learners for (SALT/PSED/Independence) 	Thursday 29 th March
Data input 3	<ul style="list-style-type: none"> • PIVATS assessment – for any learners above p8> 	Friday 8 th June
	<ul style="list-style-type: none"> • semi formal PIVATS assessment 	Friday 8 th June
	<ul style="list-style-type: none"> • Skills check list for Geog Hist and RE 	Friday 8 th June
	<ul style="list-style-type: none"> • Review of MAPP targets for Semi formal learners(all areas) • Review of MAPP for Formal learners for (SALT/PSED/Independence) 	Friday 8 th June

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Key Stages	formal Curriculum Pathway	Expectations
	<ul style="list-style-type: none"> • MAPP assessment for TME targets- creation of PLIM • Pscals • SCERTS • sensory profiles 	<ul style="list-style-type: none"> • TME- termly via tapestry. Formal observations Tapestry at least five per half term for semi-formal pupils linked to PLIM. • SCERTS assessments termly, new targets created. • Inline with sensory plan.
All key stages Key Stage	<ul style="list-style-type: none"> • EYFS Development matters (until end of year 1) • statutory KS1/2 testing (phonics, reading) • SCERTS • MAPP assessment for pupils below P8< and PSED/SALT/Independence • ASDAN B/S/G and TI and OPEN AWARDS • Pscals • PIVATS 5/4 for pupils above L1> 	<ul style="list-style-type: none"> • Annually (from baselines) submitted to AC/MO • Submitted to office, all test materials stored with AC. • SCERTS assessments termly, new targets created. • TME- termly via Tapestry for P8< (targets set termly) Tapestry at least five per half term for semi-formal pupils linked to PLIM. • Annual internal and external moderation. Assessed May/June • Assessment three times a year (December, March and June) evidence collated in TME folder for All targets • SALT/PSED/Independence to be evidenced via Tapestry.

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<p>EYFS</p>	<ul style="list-style-type: none"> • EYFS Development matters • MAPP assessment for TME targets- creation of PLIM • SCERTS • sensory profiles 	<ul style="list-style-type: none"> • Annually (from baselines) submitted to AC/MO • TME- termly via tapestry. Formal observations Tapestry at least five per half term for semi-formal pupils linked to PLIM. • SCERTS assessments termly, new targets created. • Inline with sensory plan.
<p>All key stages Key Stage</p>	<ul style="list-style-type: none"> • EYFS Development matters (until end of year 1) • statutory KS1/2 testing (phonics, reading) • SCERTS • ASDAN B/S/G and TI and OPEN AWARDS • PSED/SALT and Independence. • PIVATS 5/4 for pupils above L1> 	<ul style="list-style-type: none"> • Annually (from baselines) submitted to AC/MO • Submitted to office, all test materials stored with AC. • SCERTS assessments termly, new targets created. • Annual internal and external moderation. Assessed May/June • Tapestry at least five per half term for formal pupils linked to PLIM areas. • Assessment three times a year (December, March and June) evidence collated in TME folder for All targets • SALT/PSED/Independence to be evidenced via Tapestry.