

## Assessment

At Rachel Madocks we assess students on their pathways based on whether they are working on milestones, standards or levels. Where students are working on milestone targets, they work on a one-point scale for each target up to the amount of 40. Where students are working through standards and levels they are working on different scoring where progress is shown from 2,5,8 and 10, a total of 16 points of progress for each target. As they progress through their targets for each point, their move up will be based on the following areas.

Firstly, what level of prompt do they need, this works its way from physical and spoken support through to minimal support:

- **Fluency** looks at students' ability to complete a target with fewer pauses or hesitation.
- **Maintenance** assesses the student's ability to complete the target over a period of time.
- **Generalisation** assesses whether the student can do this in different ways using different resources, working with different people or perhaps working in a different space.

EHCP targets are assessed slightly differently. Students working on milestones will work on 4 targets and standards and level learners will work on 5 targets. These are based on the four areas of the EHCP plan which are communication and interaction, sensory and physical, cognition and learning, social and emotional mental health. Students will be set targets for their individual developmental level that will enable and allow for progress. Each target will have three parts which are assessed termly after their annual review.

For each part teachers assess whether the student is emerging in the target which means they still require lots of adult prompt, developing where adult prompt is needed but not as much, secured is where the student can complete the target with minimal adult support in a number of ways.

## Assessment Descriptors

### How we measure levels of prompting through scoring 1-19:

#### Levels of support:

**PhP** - Physical prompt for example HoH (hand over hand)

**VP** - Verbal prompt for example 'What do you need to do next?'

**GP** - Gestural prompt for example pointing at a shape and the pupil names it independently

**NH** - no help/no adult input

**I** - independently completed by pupil

### The Four Levels Within Each Child's Target Relating To the 40 points of Progress:

**Prompting** = what level of support did you give? Was it fully supported, some independent work but requires VP & GH still, much lighter support perhaps GH only, fully independent?

**Fluency** = how did the pupil complete the work was it fluid or did the pupil hesitate, was it halting (stop/start)?

**Maintenance** = could this pupil do this again if you asked them tomorrow, next week, next month, in a years' time?

**Generalisation** = is it the same resource? Is it the same staff member? Can this skill be transferred to another object/resource/classroom/familiar staff/unfamiliar staff?

### How EHCP & Curriculum Targets Are Measured

**Emerging** = fully prompted throughout the task, slow and halting in performance observed on a single occasion or sporadic/isolated occasions

**Developing** = has required support but prompting has been lighter, skill is repeated on numerous occasions & has some change of context

**Secured** = task has been performed with minimal support, performance is sufficient to meet requirements of the task with little faltering or hesitation, can be reliably anticipated & can be displayed with a variety of changes to resources, staff etc...

**Mastered** = target is demonstrated upon request with no help from an adult, learner is accurate, maintained over time and can apply skill to meet new demands in any situation